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ABSTRACT

The papers in this volume reflect the general theme of the congress, "Educators United, Ready for Change." A theme that emerged during the conference concerned the need to fight structural adjustment programs, imposed by the World Bank or the International Monetary Fund, which were destroying the educational and social infrastructure of many countries in the developing world, as well as in Central and Eastern Europe, and imposing "solutions" which did enormous harm to public education and to the work and living standards of teachers. A number of key debates and resolutions condemned this trend and demanded that Education International (EI) develop its own alternative strategies to build economic and social policies at the national and international levels, incorporating a strong commitment to public education. Another major theme that emerged was the issue of human and trade union rights, which engendered debates on a range of issues including women's rights, the rights of indigenous peoples, and the role of education in combating Acquired Immune Deficiency Syndrome (AIDS). Issues covered by other substantive motions included the status of teachers, child labor, youth training, EI s development cooperation program, and the resumption of French nuclear testing in the Pacific. The first half of the publication includes speeches by the following individuals: (1) Rangarirai K. Masarira, Zimbabwe Teachers' Unions Liaison Committee; (2) Mary Hatwood Futrell, President of EI; (3) Robert G. Mugabe, President of Zimbabwe; (4) Bill Jordan, General Secretary of the International Federation of Free Trade Unions (ICFTU); (5) Fred van Leeuwen, General Secretary of EI; (6) Robert Harris, EI Executive Director for Intergovernmental Relations; (7) Helmut Skala, Representative of the World Conference of Teachers; (8) Hans Engelberts, General Secretary of Public Services International; (9) Coen Damen, International Labor Organization; (10) Pai Obanya, UNESCO; (11) Ruth Limerick, recipient of the EI Education Award; and (12) Khalida Messaoudi, recipient of the EI Human Rights Award. The second half of the publication presents the text of the 23 resolutions passed by the Congress. (ND)

ED 392 761

HIGHLIGHTS FROM THE FIRST WORLD CONGRESS OF EDUCATION INTERNATIONAL

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Highlights from the First World Congress of Education International

Harare, Zimbabwe, July 1995

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Educators United: Ready for Change

In summing up the first World Congress of Education International in Harare held from 19-23 July, EI General Secretary Fred van Leeuwen said "*it has gone as well as could have been hoped*". This reflected most of the 800 participants feelings of the Congress which marked the end of the "transitional" phase of Education International, since its launch in January 1993, and set out an ambitious agenda to take EI towards the next century. The theme of the Congress was "*Educators United, Ready for Change*", and the themes of unity and preparedness for change in education and society were underlined by the business of the Congress. A number of participants welcomed the fact that, both during the transitional phase and at the Harare Congress, there was no sense of "*former WCOTP*" or "*former IFFTU*" members - all were clearly committed to working within the new Organisation and to making it a success.

Holding the Congress in Zimbabwe was of great symbolic significance, carrying the message that EI has a particular duty towards developing countries and towards the eradication of inequality in education. This was emphasised by the main theme which emerged throughout the Congress, concerning the need to fight structural adjustment programmes, imposed by the World Bank or the International Monetary Fund, which were destroying the educational and social infrastructure of many countries in the developing world, as well as in Central and Eastern Europe, and imposing "solutions" which did enormous harm to public education and to the work and living standards of teachers. A number of key debates and resolutions condemned this trend and demanded that EI develops its own alternative strategies to build economic and social policies at the national and international levels, incorporating a strong commitment to public education. Robert Mugabe, President of Zimbabwe, in opening the Congress, had highlighted the importance of strong public education policies and the role of the teacher in building developing countries, and set the scene for the debate on this issue, as well as demonstrating his personal commitment to education.

For concrete actions and achievements. The Congress passed important resolutions on the debt crisis and structural adjustment, and reaffirming EI's commitment to public education, which are expected to be the cornerstone of EI's alternative, pro-active, strategy for the future. Fred van Leeuwen and President Mary Futrell placed particular emphasis on the need for EI to move beyond the development of policy and a concern for internal meetings to greater emphasis on action and concrete achievement. Throughout the Congress Fred van Leeuwen and Executive Director for Intergovernmental Relations, Bob Harris, made clear the great success EI had already had in developing good relations with the key intergovernmental agencies, including UNESCO, the ILO, and also ground-breaking new relationships with the World Bank and the IMF, which were taking notice of EI in a way which EI's predecessor organisations had been unable to achieve.

The other major theme of Congress which had been identified beforehand, was the issue of human and trade union rights. This engendered debate on a range of issues including women's rights in education and in teachers' organisations and on the rights of indigenous people, including their right to education, which was seen as a key weapon in the fight for the protection of their cultures and languages. Congress also passed an important motion on the role of education in combatting AIDS (the EI Congress was followed immediately by a joint EI/World Health Organisation Conference/UNESCO on School Health/HIV-AIDS Prevention).

An ambitious programme. A wide range of other substantive motions were passed by Congress, giving EI an ambitious work schedule for the next two years. Issues covered include the status of teachers; child labour; youth training; EI's development cooperation programme; and the resumption of French nuclear testing in the Pacific. The Program and Budget presented by the Executive Board reflects the wide ranging and heavy demands on EI with its relatively limited resources and staffing. As indicated

both by the leadership of EI and by a number of participants, this requires the commitment by EI's affiliates to undertake more work on behalf of EI, particularly at the regional and national levels, and for EI to involve a wider range of its members in its work. The EI secretariat cannot undertake all these ambitious tasks by itself.

A unitary movement. The "unity" theme was demonstrated forcefully in the handling of the constitutional debate at Congress. A substantial number of resolutions had been submitted on constitutional matters, reflecting what might be called "unfinished business" on EI's structure from the founding Congress of EI in Stockholm in January 1993. In fact, the overwhelming majority of these resolutions proposing amendments to the constitutions and by-laws were withdrawn without debate, and only a handful of constitutional and by-law changes were passed, most of which were put forward by the Executive Board itself. Congress generally recognised that it was too soon to open up a wide ranging constitutional debate, and that there were more important substantive tasks to be done. One consequence of the withdrawal of so many resolutions, was that Congress completed its business one whole day early - this must be some sort of record, particularly for a trade union or educational conference!

As well as the positive outcome to the constitution debate, another potentially divisive issue which was settled satisfactorily in the spirit of compromise after detailed debate on the floor of Congress and considerable discussion outside it, was the question of membership dues. The dilemma faced by EI, as by other organisations in the trade union movement, is the need to achieve as great a degree of representivity as possible, including many organisations facing serious financial problems, while securing a strong and healthy financial base. The compromise worked out in Harare, while it reflects the reality of the situation, will require both sensitive handling by the EI leadership, and further work to achieve a long-term solution which at the same time achieves democracy and transparency, while building an effective Organisation based on sound financial principles. This is perhaps the biggest challenge facing the new Executive.

Outstanding presence of women. The EI constitution places great stress on the election of women to posts of responsibility, and this emphasis was reflected in the fact that 11 of the 24 seats on the Executive went to women. Also, the two prestigious awards established by Education International for human rights and for education, went to women teachers -the first EI award for education went to Ruth Limerick of Antigua and the first human rights award went to Khalida Messaoudi of Algeria - two women who demonstrated exceptional levels of professionalism and courage in their work as teachers. Both women made moving speeches to Congress - the awards, in the form of the famous local Shona sculptures, were presented at the EI Awards Dinner.

The women's caucus, held immediately prior to Congress, played an important part in laying the ground work for contributions to the equal opportunities debate, including a motion on violence against women. The participants also highlighted the departure of Joséphine Lenaud, first woman to the EI vice-presidence, and showed her their recognition for her determined commitment and incessant efforts in favour of women in the education and trade union world.

Other social events during the course of Congress which helped to cement teacher unity were hosted by the Mayor of Harare at the City Hall, and by the Scandinavian unions and the North America Unions. The warmth and hospitality shown to delegates on these social occasions helped enormously to foster the spirit of unity of purpose demonstrated on the floor of Congress. Congress also had a number of distinguished guest speakers. As well as the contribution from the President of Zimbabwe, a number of representatives of international trade union and intergovernmental organisations addressed Congress. These included the General Secretary of ICFTU, representatives of ILO, UNESCO, the UN and Public Services International.

In conclusion, the Harare Congress must be judged a great success. However, as Fred van Leeuwen cautioned, organisations are not to be judged simply by the policy motions which they

passed, but also by their success of carrying those policies into action. As he also said, the transitional phase is now over - EI is now up and running. It is for the newly elected Executive Board, and EI's affiliates working nationally and at regional level, to make the policies determined in Harare a reality.

(Reprinted from the EI Monthly Monitor, Vol 3 N° 1, August-October 1995)

Mr Rangarirai K. Masarira
Representative of the Liaison Committee

Madame President of the Education International (Dr. Mary Hatwood Futrell),
Your Excellency, the President of the Republic of Zimbabwe - Cde Robert Gabriel Mugabe,
Honourable Ministers of the Government of Zimbabwe,
His Worship the Mayor of Harare - Councillor Charles Tawengwa,
Members of the Executive Board of the Education International,
Members of the Diplomatic Corps,
Invited Guests,
Friends of the Education Service in Zimbabwe,
Distinguished Delegates and Observers,
Ladies and Gentlemen,

On behalf of the three co-operating organizations of teachers and education workers in Zimbabwe viz. the *Zimbabwe Teachers' Association* (ZIMTA); the *Zimbabwe Teachers' Union* (ZITU); and the *Zimbabwe Educational Scientific and Cultural Workers' Union* (ZESCWU), it is my singular honour and privilege to welcome you all to Zimbabwe.

We sincerely hope that you all had safe passages from your home countries and that your stay in Zimbabwe will be pleasant, enjoyable and memorable.

We apologise for any inconveniences you may have suffered at the point of entry into Zimbabwe or with securing accommodation or any other basic need. However, I do hope that you are all settled by now.

Indeed, this is an historic moment. It is a great honour for Zimbabwe that the first ordinary world congress of the Education International should be held in Africa, and, in Zimbabwe in particular. All this has happened only two and half years after the inaugration of the Education International. We thank the Executive Board of the EI for bestowing this esteemed recognition and

honour upon us; we also thank the 258 EI member organizations for supporting this decision to come to Zimbabwe; we welcome you all with a warm heart.

We are very grateful to the Liaison Committee constituted by the three hosting organizations and the EI officials from the Africa Regional office in Lome, Togo. They spent many sleepless nights on the drawing board and also in the field to ensure the preparations were ready on time. The EI Head Office in Brussels gave us advice and valuable technical and logistical support. We thank you.

We also extend our gratitude to the government and the peoples of Zimbabwe for the support they gave us in principle and then also, materially.

Your Excellency, the main theme of this Congress is "*Educators United: Ready for Change*". From this, two sub-themes have evolved and these will focus on Human Rights in a Changing World and Public Education in the 21st Century.

It gives me pleasure, Madame President of the EI to inform this august Congress that the government of Zimbabwe has demonstrated an unquestionable commitment to Human Rights, through justice and fair play. Although Zimbabwe has been an independent country for only 15 years, a lot has been done to create a political, economic and social climate which is conducive to development.

Further, Madame President, the Zimbabwean government has advocated and financed a programme of the massive expansion of the education system during the same time. Education management and control have remained largely public, but with provision for special interest groups. Each year, expenditure on education has consumed over 20% of our national budget.

However the thrust now is towards improving the quality of education on offer. It is our considered view that quality education is attainable in an environment where the teachers are highly motivated and decently accommodated. Teaching and learning resources and materials should also be freely available to enable the teachers to develop the full potential of each child.

We are, therefore, satisfied that the Zimbabwean government will maintain this high level of support for public education (as is also happening elsewhere in Africa e.g. Ghana and Malawi) in spite of the harsh economic conditions facing all third world countries.

When you can afford the time in between Congress sessions or after the Congress and the subsequent Conference, we invite you all to visit our schools to see our system in practice - our schools are in full session right now. We also invite you to visit our tourist and pleasure resorts which include one of the Seven Wonders of the World (the Victoria Falls) which lies next to the world famous Hwange Game Reserve. Zimbabweans are by nature a civil and hospitable people. Consequently, the Zimbabwean delegates and observers here present are at your service to assist you in every way possible. Please, do not hesitate to approach them.

It is our wish that this first world congress of the Education International will be a resounding success. We are foreseeing situation where, in spite of our cultural, racial, religious, political and economic differences, an accommodating spirit and tolerant attitude will be promoted and consolidated.

We, in Zimbabwe are proud to be part of this epoch-making event.

I thank you.

Ms Mary Hatwood Futrell
President
Education International

Your Excellency, the President of the Republic of Zimbabwe, Dr. Robert Mugabe, delegates and observers, friends and guests, welcome to Harare and to Education International's first ordinary Congress. It is a great honor for me to welcome you and to address this congress, which I believe will be a defining moment in EI's history. It is indeed an historic occasion!

It is historic in that it symbolizes the completion of the merger of two great organizations -the World Confederation of Organizations of the Teaching Profession (WCOTP) and the International Federation of Free Teachers Unions (IFFTU)- into one: Education International.

It is historic in that this is a watershed meeting where EI will move from the transition the transformation phase of that merger --a phase that will more clearly define who we are. And, it is historic in that we are meeting to discuss the future of education, human rights and teachers' trade union rights as two eras intersect: the end of the 20th century and the beginning of the 21st century; the end of the industrial revolution and the continued expansion of the technological revolution.

The decisions we make here in Harare will help transform EI into the kind of organization we believe will help shape the future of generations yet to be born. Our decision on January 26, 1993 in Stockholm, Sweden to consummate the formation of EI. Like our decisions this week in Harare, was all about change. Our decisions now must be made with the understanding that while change is inevitable and constant, through our united efforts we can shape change. We can shape our destiny as educational employees, as unionists, and as citizens of the world. Our decision is about understanding that education is not static. It is recognizing that education is a catalyst for change and for enabling individuals and nations to address the challenges they face.

In order to establish a context for my remarks, allow me to share with you some of the challenges I believe we, you and I, have a professional and a moral responsibility to address.

1. Helping individuals and nations understand the socio-economic, geopolitical and technological revolutions that are occurring all around us-revolutions that are transforming nations;
2. Providing free, universal quality public education available for all peoples;
3. Helping the peoples of the world learn how to live together in an increasingly intercultural society bound together by rapid transportation and mass communications; and
4. Advocating and enhancing the trade union rights of workers, especially education employees, in an increasingly global workplace where national boundaries for employees and employers are quickly disappearing.

Reflecting on lessons of the past

As part of our deliberations about the future, let us take a few moments to reflect on the past and the present and to use these reflections to envision the challenges and opportunities of the future.

In 1945, one of the most horrific wars waged against humankind ended. Waged in Europe, North Africa, and the Pacific, World War II resulted in more devastation of human lives than any other war in the history of humankind. It was a war waged against people because of their ethnicity, political and religious beliefs. A war that introduced the use of nuclear weapons and expanded our vocabularies to include words and phrases such as genocide and ethnic cleansing.

At the conclusion of World War II, the nations of the world came together and agreed that wars on the scale of world wars I and II should never happen again. Thus, on June 26, 1945 the United Nations was created as a non-governmental organization

designed to bring together representatives of all nations to try to find non-violent means to resolve conflicts.

The United Nations' Charter preamble adopted by the delegates attending that historic meeting states that the UN is predicated on basic, but powerful, common values and principles. It begins:

"*We the peoples of the United Nations, determined to save succeeding generations from the scourge of war which twice in our lifetime has brought untold sorrow to humankind, and to* ***reaffirm faith in fundamental rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small****...."*

The preamble goes on to describe other principles for which the UN stands -justice, social progress, freedom, tolerance, and unity for peace-. These are principles with which all of us can agree and they are worthy goals for us to work for their fulfillment.

Some would say the UN has outlived its usefulness, that it is too bloated. Although it may be true that it has become bureaucratic, I would strongly disagree that the UN has outlived its usefulness. Over the years this world body and its agencies have performed dangerous peace-keeping missions, promoted decolonization, and assisted millions of refugees and disaster victims throughout the world. The UN has been a primary advocate encouraging governments to guarantee free education for all children. In other words, the UN has spent the last 50 years not only fending off world war III, but helping nations help their people improve their quality of life. Although the UN may need to restructure itself, **there is no doubt in my mind, nor I hope in yours, that the United Nations continues to have a vital role to play in the evolving history of humankind.**

Nations devastated by world war II were also assisted by sister nations in their economic recovery. It soon became apparent, however, that broader international assistance was needed to aid, not only the war-torn nations, but also to assist developing nations.

As a consequence, the World Bank and the International Monetary Fund were created to provide long term financial guidance and assistance to nations needing it. The point here is that national leaders realized that regardless of which side they were on during the war, following it the need, was tremendous, for nations to help each other economically, socially, and politically. Failure to do so could result in another war.

Years ago, two major political ideologies were struggling for the souls of the peoples of the world: communism and democracy. Today, with the exception of China and Cuba, communism appears to be on its death bed unable to revive itself. Democracy undergirded by expanded educational and employment opportunities, increased rights, and more participatory forms of government have spread throughout the world.

The struggle for nations and their governments to become more democratic, However, is continuous. It requires citizens to understand that along with the rights they enjoy come civic responsibilities they must fulfill. It requires governments to commit to ensuring that all people receive an education that provides them with the knowledge, Skills, and training that enables them to be full participants in their society.

In other words, as every one in this room is aware, democracy does not occur simply because a nation - or an organization- says it is democratic or desires to be so. It does not occur as a result of legislative fiat. **Democracy requires laws, constitutions, and authoritative institutions, but it also depends on what might be called democratic dispositions. Democracy is about everyday life, habits, and working together to achieve common goals whether in a family or an organization, a local community or nation state and it must be nurtured continually in order to be sustained.** It requires what **Jean Bethel Elshtain** calls *"a preparedness to work with others different from oneself toward shared ends; a combination of strong convictions with a readiness to compromise in the recognition that one can't always get everything one wants; and a sense of individuality and a*

commitment to civic goods that are not the possession of one person or of one small group alone."

I believe that it is important to underscore these points because today we see in community after community, in nation after nation a deepening cynicism, the growth of isolation, boredom, and despair -the weakening of civic societies and civic responsibilities of groups and associations and the ties that bind us together.

Education for a democratic society

And, how do we sustain democracy? One of the primary means used by countries to sustain, nurture and strengthen democracy has been through education -- free, universal public education. As Plato said centuries ago: *"that which is honored in a country is that which is cultivated. Countries which honor education cultivate it."* And that, my friends, is exactly what happened in many war torn countries in the 1940's and 1950's. Governments recognized that investing in the education of their people, especially children, was a proven way to strengthen democracy.

Today, no less is true! Nations that hope to survive, that hope to be leaders on the world stage in the new millennium will not be able to do so unless they ensure that education is a major priority on their political, economic and social agendas. National leaders must understand that, thanks to technological advancements, national and cross-national border flows of knowledge, money, and tangible products are crumbling and are being replaced by a global web. **What is equally important for leaders to understand is that a nation's real technological assets are the capacities of its citizens to solve complex problems of the future.** In other words, a nation that does not invest in the education of its people cannot hope to even dream of being economically and politically stable.

In the last 50 years, literacy has declined throughout the world. That is the good news, but the world of the new millennium cannot afford illiteracy or ignorance. For, as the world becomes more

complex by the increasing dependence of one nation upon another, the allowance for error decreases. No organization should realize this more than ours. And no organization has a greater responsibility to fight to eradicate illiteracy and ignorance and, at the same time, enhance democracy than our organization.

At the end of the Second World War, one of the priorities of governments was to rebuild their economies and to stabilize the political situation within their borders by re-establisiung their education systems. **Teachers and their organizations played a critical role in the re-establishment of schools and universities, thus using education to ensure economic and political stability in their countries.**

In the late 1940's and today, teachers organizations were and are the "glue" that holds schools and school systems together, and not always under the best of circumstances. Yet, EI member organizations continue to provide much needed leadership and support in critical educational areas. Teachers organizations provide professional development training, instructional materials, and the expertise to organize the operation of schools. In other words, teachers organization have been in the forefront of the international movement to assure that there is indeed education for all and to guarantee that it is a free education.

We need not look very far to find examples of where such leadership has been and is being exercised.

Last year we all celebrated when the people of South Africa participated in that nation's first free elections, ending decades of apartheid and giving birth to a new democratic nation state. President Mandella and the people of South Africa agreed with the leadership of SADTU that the only way their nation could be free would be to free its people from ignorance. They recognized that the best way to free black South Africans from economic, social, and political slavery and to build a democratic nation was to ensure that all South Africans had equal access to quality education.

And, just last month, we witnessed free elections in Haiti, a nation whose people have also been subjected to brutal economic and political oppression - a nation that is struggling to move, as President Aristide said "***from economic misery to poverty with dignity***". Like South Africa, Haitians also recognize how important education is to their survival as a developing democratic nation state and are rebuilding their education system to do so.

Simply building schools, colleges and universities and assuring that all citizens have access to education, however, does not guarantee that graduates will participate in or support democracy. Education for a democratic way of life means that schools must function democratically. It means teachers and other educational employees must be major players in the educational decision-making process. Life in today's schools must exemplify life in a democracy - a participatory democracy.

Education for the 21st century

As the educational reform debate continues and expands, all of us must assert our legitimate role in that discussion. We must not be afraid to discuss the problems we face in our schools. We must not be reluctant to talk about the contributions education has made to society --and will continue to make. Nor must we be reticent to advocate change in our educational systems. The students we teach and our future demands that we be leaders in this arena. Our responsibility demands that we do nothing less.

Thirty years ago the **Special Inter-governmental Conference on the Status of Teachers** declared that the right to an education is a fundamental human right for all people and that the role of teachers is essential in achieving that goal. Today, we are told that instead of moving forward to implement the report's recommendations, we are moving backwards! **The Joint ILO-UNESCO Committee of Experts** in its July 1994 report on the application of the Recommendation concerning the Status of Teachers concluded that in an increasing number of countries, problems have been reported in four areas: **first,** in teachers

freedom of association; **second,** in aggressive efforts to privatize schools, **third,** in the negative impact of policy decisions made by international financial institutions; and fourth, in the implications of political changes in a number of countries on education. Allow me to elaborate on the last three points within the context of the current education reform movement.

Many of the reforms being advocated today could have positive effects on schools, students, and our members. Others, however, will have a questionable impact and may keep students from acquiring an education that will prepare them for the future.

Today, public education is in danger of being stratified to provide different levels and qualities of education. For instance, one of the reforms being advocated by elected officials, corporate leaders, even international organizations such as the World Bank and the International Monetary Fund is the privatization of education. These groups advocate that one of best ways to improve the quality of education is to privatize schools. In some countries it is called opting out, in others vouchers, and in still others charter schools. The basic argument for privatizing schools is that by applying market economy concepts, schools will be forced to improve academically. It is also argued that privatization will force schools to operate more effectively, efficiently, and accountably.

There is no evidence by the way to support these claims. As a matter of fact, studies show that students with similar abilities and from similar backgrounds achieve at virtually the same level whether in private or public schools if the conditions are basically the same.

The privatization theory is insidious in its nature. Its goal is not to improve schools or education. Its goal is to take scarce resources from public schools, which are already underfunded, and give them to private schools. Its goal is to force schools to compete without providing them with the where withall with wich to do so. My major problem with this theory, however, is that it basically says that quality education will be provided only to those who can

afford to pay for it, it makes the **educational playing field more unequal than it currently is; and it mitigates against efforts to reduce, to eradicate illiteracy throughout the world.** EI and its member organizations must oppose all forms of school privatization.

Under the guise of education reforms, resources have been severely cut in some countries, sometimes to the point where teachers are the only ones in the schools who have books! In other countries, educational employees go for months without being paid. And now educational employees, particularly at the higher education level, are experiencing an erosion of employment security. Increasingly the tenure rights faculty that were secure in the 1970's are now coming under constant attack.

Today, teachers, numbering approximately 47 million persons, form one of the largest groups of professional workers in the world. Remuneration for teachers constitutes 50-80% of educational expenditures in most countries. Yet, less and less money is being invested in the initial preparation of teachers and professional development once they enter the profession. Overall, only about 1-2% of education budgets are spent on teachers' professional development, resulting in little, if any, opportunities for professional growth unless teachers are willing to pay for it out of their own pockets. Because we are constantly compared with other professions, let us look for just a moment at what others spend on professional development. In the business world, an average of 10% of a corporation's budget is spent on professional development. Further, workers do not have to stay after work or report on Saturdays to receive this training. The training is conducted during the day with costs paid by the company.

In addition, since the beginning of the 1980's according to the Joint Committee, teachers' salaries have not kept pace with other professions. Structural adjustment programs in some countries have caused dramatic declines in teachers' salaries. In many instances national governments agree to structural adjustment programs because of pressure from the World Bank and the

International Monetary Fund. In these instances, teachers are forced to find other work to supplement their salaries or to leave the profession period. Education budget cuts do not heal! Their scars on children and nations are deep and permanent.

The list could go on and on but I believe that you get the point. The exclusion of teachers and other educational employees from the educational decision-making process and policy determination is having a devastating effect on education, students, and educational employees. These and other findings demonstrate that teachers are critical players in efforts to reform education and to restructure education systems.

The point here is that clearly, the status of teachers in any country whether developed or developing, depends on the status of education, and vice versus. As the **OECD (Organisation for Economic and Co-operation Development) report**, "*The Teacher Today*", states: "*teachers lie at the heart of the educational process. The greater the importance attached to education as a whole... The higher is the priority that must be accorded to the teachers*, [and I must add: other educational employees], *responsible for that education. Without competent and motivated teachers, higher education faculty, and allied support personnel aspirations for a high quality education are likely to flounder.*"

Helping students learn how to fulfill their civic responsibilities in a democracy, develop self-understanding, or become economically self-sufficient is not, however, simply a task of the school, it is a task of the society of which schools are a part. Thus, we need to form partnerships within our communities to help students develop a keener sense of themselves and their world. To state it more bluntly, we cannot do the job alone! Efforts to improve education systems and the status of the teaching profession requires a partnership among all segments of the education community. Equally critical is the need for the education to work closely with elected, appointed, and community leaders and parents to build a stronger base of support for public education.

Human rights for a new millennium

Just as education is critical to development and democracy so are human and trade union rights. As we reflect on the last five decades, and particularly the last one, we can do so with a sense of pride and progress in the areas of human and trade union rights.

As I mentioned earlier, we have budding democracies in South Africa and Haiti, two countries with long traditions of oppression and civil conflict. And, we have in the past decade welcomed the return of democracy in Latin-American countries and Central and Eastern Europe. We have witnessed strong efforts to bring peace -even though it is a fragile peace- between the British and Northern Ireland, the Palestinians and the people of Israel. More and more countries seem to be willing to find and use diplomacy and non-violent means to resolve their differences.

At the same time, we have witnessed the emergence of civil war in Somalia, Chechnya in Russia, the threat of a civil war in Mexico, and ethnic cleansing in Rwanda and the former Yugoslavia. Even as we meet here in Harare the civil war in the former Yugoslavia is spreading beyond Bosnia and is now threatening to include Macedonia, Kosova, and other surrounding areas.

Wars whether civil or among nations, do more to undermine and destroy human rights than any thing known to humankind. But they are not the only causes of the abridgment or denial of human rights.

Violations of or the outright denial of human rights come in many forms. These violations while perhaps less encompassing than a war are no less egregious in their effects on humanity.

As a recent article in the *UNESCO COURIER* pointed out, there is no question that the AIDS epidemic has accelerated an appreciation of global vulnerability to new disease pandemics. When people suffering from diseases such as the Acquired Immune Deficiency Syndrome, better known as AIDS, are

ostracized and shunned, their rights are being violated. Despite almost a decade of trying to educate people about AIDS, those who are infected with the virus still suffer widespread discrimination such as cruel, or degrading treatment, arbitrary detention or exile. And denial of education, medical care, employment, or housing. In many communities, access is simply not available. In others denial of services is deliberate.

Fear of AIDS has caused some people to go to extremes to avoid being infected. For example, we hear reports that in some countries men are marrying girls as young as 10 years old to avoid the possibility of becoming infected with AIDS. No one wants to become discriminated with AIDS. No one wants to be discriminated against or have their rights denied. But marrying a child bride violates her human rights: her right to have a childhood, to grow up and select a husband, to be treated as a human being rather than as a convenience.

To stop such violations against children and adults, efforts to increase education about AIDS must be accelerated. This is why EI has joined forces with UNESCO, the centers for disease control and the World Health Organization to sponsor a conference immediately following this congress on AIDS and other related health topics. **I ask you, the educators and allied school employees of the world, to provide the necessary leadership in the campaign to stop this killer disease, to stop discrimination against those who are infected, and to stop the spread of using child brides as a cure for AIDS.**

Violence against women is another example of denial of human rights. It is not a new issue. Nor is it simply a "women's" issue. It is, rather, a denial of the worth and dignity of the human being, and it affects everyone - women, men and children of all ages. Violence against women is unacceptable and intolerable no matter where or when it occurs. **EI's decision to join the fight to make this issue a public one is a courageous position, but we must do more than take a stand against it. We must work to have governments create and implement laws that make violence**

against women a punishable crime. And, we must provide information and training for EI members to use to accomplish that goal.

A third and final example of a denial of human rights is child labor. When children are forced to perform long hours of manual labor, often working in deplorable conditions, their human rights are being violated. It is doubly true when these children are also denied the right to receive a formal education; they are denied access to medical care, nutritious food, and a safe place to call home. Today, in developing and industrialized countries, millions of children, some as young as five years old, are forced to work under such conditions. Many are indentured servants, others are little more than slaves. Nations that allow this practice are ignoring what the future requires: that is, a well-educated workforce for the 21st century, a workforce that must be literate and equipped to function in the age where information and technology drives all aspects of human endeavor. Not only is it a violation of these children's human rights to mutilate their future in this way, it is morally callous and pound foolish!

We, as a teachers organization, must work to ensure that children are not exploited. We must work to ensure that there are laws created and enforced that establish a minimum age at which children can be employed, the conditions under which they will be allowed to work, and a requirement that the work does not interfere with their education. We can do no less for the children of the world.

Health issues, child labor and violence against women and girls must be viewed as part of the human rights agenda. At the same time we must not lose sight of predatory issues such as xenophobia, Racism, antisemitism and homophobia- recent reports by **Amnesty International**, the **International Labor Organization**, and **the United Nations** show that there has been an alarming rise in the number of incidents in each of these areas. What is equally alarming is that all too often, those who fan the fires of prejudice, intolerance and discrimination are not skinheads

or members of other hate groups. Nor are they necessarily individuals who are uneducated or from low socio-economic groups. Often the people who fan the flames of hatred are well educated, economically secure and politically connected. Frequently, they hold high positions in the government or corporate world. They are individuals who use inflammatory rhetoric to incite, bring out the worse in people, spread fear, and turn communities against each other.

In recent years, a new, very different kind of threat to human rights, peace, and democracy has arisen. I am speaking now of the rise of militant religious fundamentalist groups. These groups -whether far right evangelicals or other extremist religious groups- are well organized, well financed, and usually under the guise of religion not only preach hatred and bigotry, but the use of terrorists acts to force their way of thinking and living on others.

Our message must be clear: all forms of prejudice, discrimination, and hatred have a corrosive effect on the hearts, minds and souls of people and their societies. Sooner or later corrosion destroys whatever it touches and, unchecked, will destroy the future, hopes and dreams of children. In these and all other instances, we have a moral responsibility to do all within our power to stop these evils.

We must work to guarantee that the principles of brotherhood and sisterhood are taught because, not only is it the right thing to do, it is essential because of the very nature of the world in which we are living. That world is far more complex, inter-dependent, and intercultural than at any time in the history of humankind. To survive, we must respect one another. The consequences of not doing so are to horrible to consider.

Teacher trade union rights

And, yes, we must continue to unite against increased government efforts to violate the rights of educational employees and other workers to practice freedom of association. As I mentioned earlier,

attacks on teachers' collective bargaining rights have increased worldwide. At the same time, attacks on teacher leaders have also increased dramatically. Permit me to briefly cite a few examples to illustrate this point:

- Teachers and trade union leaders in Kosova, Nicaragua, Turkey, Peru and Indonesa have been arrested and detained simply because they wanted to exercise the right to form and govern their union in a democratic way;

- Teachers unions in Haiti, Gabon, and Columbia have experienced government violence, even murder, against their members and leaders;

  and

- University professors in Kenya have been subjected to almost five years of government interference in their efforts to organize and register a union.

As we reflect on the human and trade union rights issues I have discussed here today, it is obvious that our work is just beginning. It is obvious too, that we must be united if we are to protect the right to be an autonomous, democratically governed organization.

No one within education international -or the former WCOTP or IFFTU- understood the need for educational employees, especially teachers, and their unions to be involved in the struggle for human decency and dignity than two of our colleagues who recently died: **Shalom Levin**, the former president of the Israel Teachers Union, and **Raúl Cariboni da Silva**, EI regional coordinator for Latin America.

I remember vividly the first time I met Shalom. It was in 1981 and I was the new secretary-treasurer of the National Education Association in the United States. **Shalom** had organized an international conference on racism and anti-semitism in Tel Aviv. It was my first encounter with any organized effort to address

these two issues jointly. Needless to say, I left the conference humbled, much more enlightened and committed to trying to overcome the vicissitudes of discrimination, bigotry and hatred. And I remember **Raul** whose opposition to military oppression in Uruguay and his determination that education unions in Latin America would be autonomous from government control cost him eleven years of imprisonment. While imprisoned, Raul endured physical and mental torture which he bore with rare courage.

These two men touched the lives of thousands of men, women and children. I know they touched mine. I know that I will never forget them and nor should any of you. If either were alive today, they would tell us that the struggle for human rights and trade union rights are on-going struggles and will continue to be so in the future as in the past. To paraphrase former Prime Minister of Ghana, **Kwame Nkrumah**, "*freedom is not a commodity which "gives" to the enslaved upon demand. It is a precious reward, the shining trophy of struggle and sacrifice.*" Our struggle for solidarity, the right to associate, and self-governance of our unions is not one without sacrifice. Each time an educational employee is denied the right to enjoy any of these freedoms, all of us are denied. But, we will not be daunted nor will we be bowed in our struggle for our rights as unionists. There are no short cuts or substitutes for human or trade union rights. We will not eradicate the evils I have described unless we are willing to confront them head on and unless we are united. And we are!!

Education International: from transition to transformation

The nations of the world have always experienced varying stages of transition as they moved from one revolution or phase to another. But, the revolutions of the latter half of this century have had a profoundly penetrating and a more rapid impact on individuals and nations than any in the history of humankind. To a large degree this is so because they occurred almost simultaneously and because they are interrelated. Needless to say, their implications are yet to be fully comprehend. We as the largest trade union in the world must work with other social and

political partners to ensure that all nations comprehend and benefit from their fruits.

The world we live in today is different from the one that emerged from the ashes of World War II. But, in many ways the issues are and will continue to be the same. **Will we continue to progress?** Yes, if we always remember our mission, our reason for existing. And, if we continue our efforts to remind the leaders and the ordinary people of the world that education is and will continue to be a primary shaper of men, women, and children, of governments, and of the future.

The fact that we, Education International, represent approximately 20 million educators and allied support personnel worldwide does not mean that our task is done. We can not sit back and take it easy. Each year more and more teachers unions seek membership in EI. Since our inaugural Congress, 51 organizations have joined EI bringing our membership to 258 organizations. Just this spring ESEUR from Russia and SNTE from Mexico became our newest members. We continue to grow and to gain more power. We must use our strength, our power, our solidarity to reinvigorate and expand the struggle for a better quality and a more humane life, not just for our members, but for the peoples of the world. **That is and must continue to be the primary reason why we united.**

Our mission, today and tomorrow as it was yesterday, is through education to help future generations of citizens prepare for their futures, for the world's future. Our goal is to build an organization not for the sake of numbers, but to become the premier educational employees union in the world advocating for children, education, education employees, and human rights for all.

That mission cannot be fulfilled by the EI officers, Executive Board or staff. The transformation of EI into a living organization, my friends, must come from you for you are Education International. And that job begins here in Harare. You will deliberate and take actions that define the policies and programs of EI. It will be

reflected in the two background papers that will be presented as well as the actions you take on the two dozen resolutions you have before you. And, yes it will be decided by the actions you take on the proposed amendments to the EI Constitution and Bylaws and the budget. In other words, your decisions this week will determine the direction your EI leaders take on these and other challenges facing education, teachers organizations, and society. This meeting will indeed be a defining moment in the history of Education International!

Someone once said "*there are no great leaders, just great challenges to which ordinary people must respond.*" We may be ordinary people, but collectively we will cause Education International to be a great organization, a powerful force more than capable of effectively addressing these and other challenges we will face in the 21st century. Let us go forth and transform Education International, and the future of the world.

Thank you!

His Excellency the President
Comrade R.G. Mugabe

Madam Chair and President of Education International,
Honourable Ministers,
Your Excellencies, Members of the Diplomatic Corps,
Conference Delegates,
Distinguished Guests,
Ladies and Gentlemen,
Comrades and Friends.

As one who is no stranger to the teaching profession, and in the context of our firm belief and commitment, as government and people of Zimbabwe, to access and equity in education, I had no hesitation in accepting the invitation to officially open the First World Congress to be organised by Education International. I am quite cognisant of the amount of preparatory work that must have preceded this congress, in terms of human, logistical and financial mobilisation. All those involved in these intensive and extensive chores, which will certainly extend beyond the duration of the conference, are most deserving of our congratulations for a job most professionally handled.

Madam Chair, may I also take this opportunity to thank Education International for honouring Africa and Zimbabwe in particular by holding the First Congress of Education International here in Harare. It is a privilege indeed for us in Zimbabwe to share the successes, failures and challenges of education with professionals and experts in education from all corners of the world. Your experiences, wisdom and encouragement can only spur us in our endeavours in this field.

I am informed that Education International was founded just over two and a half years ago in January, 1993, and that this was as a result of the unity achieved by two teachers' international organisations, namely, the World Confederation of Organisations of the Teaching Profession (WCOTP) and the International

Federation of Free Teachers Unions (IFFTU). Further, I am also informed that Education International represents teachers and other education employees at all levels of education, from pre-school to university and has a total membership of 23 million in 140 countries. We welcome this unity which, I believe, is a reflection of unity of purpose. In this unity, teachers in all the 140 countries should find inspiration from associating with fellow teachers and sharing information and experiences. This common front will facilitate international recognition and consultations with governments and world bodies with interest in the development of education, such as UNESCO, the International Labour Organisation (ILO), the World Health Organisation (WHO) and the World Bank. Hitherto, co-operation activities among sister teacher organisations were fragmentary, but these should now enjoy consolidation and greater scope for initiating more meaningful development programmes.

Ladies and Gentlemen, I observe that the main aims of Education International include, among others, the promotion of democracy, peace, social justice, equity and the right to education for all persons without discrimination. These are noble goals which, we believe, complement the efforts of individual governments world-wide and regional and international bodies such as the United Nations. Indeed, the promotion of peace and democracy cannot be left to governments and international bodies alone; teachers in schools and iversities are indeed strategically placed to instil these portant values in the citizens and leaders of tomorrow while they are still young.

In pursuance of these and other objectives, we note with admiration that, in two and half years that Education International has been in existence, it has carried out a number of major activities in many fields of concern world-wide, such as human rights, gender equity in education, better recognition of the status of teachers, and development co-operation. Further, Education International and member organisations launched campaigns in the struggle against racism, child labour and some aspects of economic structural adjustment policies which may have an

adverse impact on vulnerable segments of populations in developing countries, especially women and children. We note with appreciation the relevance of these programmes and activities to contemporary concerns and the fact that they seek to complement the efforts of governments. We believe that these are first steps in the right direction.

Madam Chair, since the attainment of its Independence in 1980, Zimbabwe has grappled seriously with the question of education for all, especially at both the primary and secondary school levels. In accordance with this goal, the first decade of Independence (1980-90) experienced phenomenal expansion in education. The number of primary schools in the country increased by approximately 89,5% from 2 401 to 4 549. Primary school enrolment rose from 820 000 to 2,4 million, a three-fold increase during the same period. The number of primary school teachers also increased proportionately from 28 455 at the beginning of 1980 to 59 874 in 1992, an increase of 110,4%.

This dramatic expansion in primary schools was, however, surpassed during the same period by the even more spectacular growth of secondary schools. The number of secondary schools increased from a mere 177 at the end of 1979 to 1 517 in 1992, an increase of 757%. Enrolment leapfrogged from 66 215 to a staggering 687 742 students during the same period. This is a ten-fold increase. Similarly, the number of secondary school teachers increased by 591 % from 3 730 to 25 792 over the same period. Of special significance is the fact that most of this expansion occured in rural areas where, prior to Independence, there were very few schools, especially secondary ones. For the first time, Government became involved in building secondary schools in rural areas.

Ladies and Gentlemen, these changes in education posed a number of challenges to my Government. Besides the need for more schools in rural areas, there was an articulated demand for the provision of teaching/learning materials and the provision of qualified teachers in both primary and secondary schools. A

number of strategies were adopted to meet the challenge of teacher shortage in particular. We had to recall retired teachers, recruit expatriate teachers in certain fields, employ unqualified and underqualified teachers, especially in secondary schools, and undertake a crash teacher training programme known as ZINTEC, which is an acronym for Zimbabwe Integrated Teacher Education Course.

The increase in the number of teachers with varying degrees of competence to teach, particularly at secondary school level, inevitably gave rise to our present concern about the quality of education. This concern in turn brought into sharp focus the need to tackle the following issues in Zimbabwe education system:

- improving the quality of educational instruction;
- improving the training of teachers;
- upgrading teacher quality;
- improving school management and supervision;
- providing adequate teaching/learning materials; and
- improving teachers' conditions of service, especially in rural areas.

These issues are being addressed in various ways by Government, within the ambit of available resources. They are essentially long-term concerns which, evertheless, require immediate and constant attention. These issues are also of much professional concern to teachers and teacher organisations in Zimbabwe. In this regard, the Zimbabwe Teachers' Association (ZIMTA) has, since its inception in 1981, undertaken programmes improve school management skills and professional development of teachers in an attempt to complement the efforts of government. Through its own resources and additional funds from sister organisations abroad, ZIMTA has carried out major programmes which include Leadership Training Programmes (1981-91), Inservice Training Programmes (1981-93), Study Circle Programmes (1985-94), and more recently the three-year Teacher Management System Programme whose objective is to improve the morale and motivation of teachers.

The Zimbabwe Government, on its part, accepts that quality education requires, among other things, improvement in teachers' conditions of service. The remuneration of teachers and their conditions of service, like those of others in the public sector, are constantly reviewed, on an annual basis, by the Public Service Commission, in the light of the need for the cost of living to be appropriately adjusted within the context and realities of the prevailing state of the national economy. Teacher organisations, in our view, are partners in the development of education in Zimbabwe. Their participation in education is assured through liaison and regular consultation with the Ministry of Education, especially on professional matters. There is also consultation with the Public Service Commission on matters related to teachers' conditions of service. Government has put in place channels for regular consultation between the generality of the civil service and the Public Service Commission.

Madam Chair, over the past three to four years, much groundwork has been covered to facilitate negotiations between teachers and other public sector organisations on the one hand and Government on the other. Currently, a new Labour Relations Bill is under discussion in Parliament. This has been drafted with the assistance of ILO experts and has taken into account many of the concerns relating to compliance with ILO conventions on the rights of teachers and others in the public sector. The envisaged new Labour Act will in general give public sector employees rights similar to those of employees in the private sector, so that there is one labour law for all employees in the country. This means that public sector employees will be accorded full rights to organise and negotiate for the purpose of improving their conditions of service, much like employees and trade unions in the private sector.

For instance, public service employees will have grievance-handling machineries similar to those currently provided for employees in the private sector. We believe that this will assist in the improvement of the status of teachers and workers in the public sector.

Ladies and Gentlemen, among other educational challenges, Zimbabwe is particularly concerned with improving education opportunities for female students at secondary and tertiary levels, and the promotion of women into management positions in the education system and the public sector in general. To date, education for girls has improved at primary school level because of the policy of free education at this level which Government adopted soon after Independence. School fees in schools in rural areas have been kept at minimal levels to improve the enrolment of girls into secondary schools.

Recently, the University of Zimbabwe has also taken affirmative action in respect of entry requirements for female students by easing these slightly as compared to those demanded of their male counterparts. Even within the public sector, Government already is implementing affirmative action measures in respect of promotion opportunities. Priority in promotions is given to women where both male and female applicants are at par in respect of qualifications and experience, as well as competence and suitability.

Admittedly, Zimbabwe Government's efforts at improving the quality of education have not been without constraints. Government's desire for quality education, and education for all, has, in the last five years, encountered difficulties chiefly because of the economic structural adjustment programme which has entailed cuts in public expenditure, and necessitated the introduction of cost recovery measures, especially in respect of social services.

In its efforts to downsize the manning levels in the public sector, Government nevertheless decided to spare the Ministries of Education and Health, firstly because access to health and education is a fundamental human right, and, secondly, because without education and health there can be no meaningful development of the individual in terms of needed skills and, therefore, of the country.

Government is painfully aware of the profound human suffering caused by the Economic Structural Adjustment Programme, as this relates to retrenchments and unacceptably high unemployment levels, especially among the thousands of pupils who each year leave the formal school system. Cognisant of the inability of many parents to pay schools and examination fees for their children, as a result of harsh economic circumstances which have, over the past few years, been aggravated by persistent drought, my Government put in place the Social Dimensions Fund. Eligible parents meeting the criteria set up by the Department of Social Welfare are enjoined to apply to this Department for the necessary financial assistance. In this way, Government can ensure that no child is deprived of his basic right to education simply because of the indigence of his or her parents.

I would like to note the aptness of the Congress's subtheme, "Education and Human Rights", which deserves serious consideration by all. To deny any child the opportunity for educational development is to deprive him or her of a fundamental human right. Government believes that the future of education is indeed the future of Zimbabwe as a nation. The increasing challenge for us to manipulate the environment of education is an dispensable lifeline for Africa in particular and the developing countries in general, and this burden first and foremost lies on the teacher.

In conclusion, Madam Chair, may I once again thank Education International and local member organisations for sponsoring this Congress and for the honour bestowed on Africa and Zimbabwe in particular. It now remains for me to most sincerely welcome you all to Zimbabwe, and to wish all delegates and other specially invited participants very fruitful deliberations.

It now gives me great pleasure to declare the First World Congress of Education International officially open.

Thank you.

Mr Bill Jordan
General Secretary
International Confederation of Free Trade Unions

Brothers and sisters,

I thank you for the opportunity to speak to you today.

First, on behalf of the International Confederation of Free Trade Unions (ICFTU) whose fraternal greetings I bring, and then personally, as someone very conscious of the vital role that education and training plays in the development of the trade union movement and in the lives of the members we represent.

Our movement owes an enormous debt to the members and affiliates of the Education International. I am reminded of that debt here in Harare.

Most of the pro-democracy movements in Africa started on the campuses and in the classrooms. Teachers and education workers were among the first targets of repressive governments. This continent, more than any, knows that the route out of poverty starts with education. And in the world of work trade unions preach the need for skills in the knowledge that the more you learn, the more you earn. Time was, when childhood schooling and induction training to your first job was a passport to security at work.

Those days are over. The combination of escalating global competition and relentless technological change means that the best defence of jobs lies in lifetime learning. The right to education and training throughout the working life has to be the priority claim of the trade union movement. Countries too, must not be deflected from their commitment to education. The post-war development in the west was fuelled largely by a massive commitment to universal education.

Today the Asian tigers, Korea, Taiwan and Singapore through high levels of investment in education have virtually eradicated

illiteracy and have raised educational and training standards across the board. They are out-performing the West because they are outskilling the West.

In stark contrast we see in Sub-Sahara a region so starved of this vital investment that less than half of its children reach fifth grade in school. A formula that will keep this region anchored in poverty and underdevelopment.

At the United Nations Social Summit held in Copenhagen in March this year, the largest gathering of political leaders in the history of the world promised to set timetables to end illiteracy, to give special attention to the education of women and girls.

It will be part of our job to apply the pressure to turn those promises into practice.

The World Bank in its report "*Priorities and Strategies for Education*" acknowledges the undeniable progress where, for the first time in history, most children at least start school! But gives a strong warning that unless policies change, the number of children between six and eleven who are out of school will increase over the next twenty years. But these policy changes will only happen if collectively governments commit themselves to the creation of a stable investment climate. Meanwhile the apologists for the free market tell us that in the long run low paid lowskill jobs will somehow mysteriously mutate into high paid jobs as productivity and investment rise. But they do not tell us how this will happen.

Why should investors bank on this long run when there is so much to be earned in short-term speculation on the money markets? One thousand billion dollars changes hands every single day on the foreign exchange markets. More than all the currency reserves in all the world's central banks. 90 % of these exchanges are speculative. How will these vast sums of money ever be put to use while the world of finance is run like an international casino?

The pressure brought to bear on developing countries by this investment climate has made it impossible for them to have the sort of policies that enables them to invest adequately in education.

Between 1980 and 1990 government spending on primary education in Africa, Middle East and Latin America fell in real terms. Spending on secondary education fell in the Middle East, North Africa and Latin America. And on tertiary education, it fell throughout the developing world[1]

The immorality of the present climate is that it compels governments to concentrate on what education costs not on what it is worth. And that is when they are persuaded to take short cuts. Damaging cuts for which a heavy price will be paid in the future. Short cuts which lead from the high road of equitable sustainable development to the low road of unfettered, uncaring competition and exploitation in the name of profit! Cuts that lead to the squandering of a nation's most valuable resource: the talent and potential of its children.

Brothers and sisters, millions of children who ought to be at school preparing themselves for the twenty first century are having to work in conditions that would shame the nineteenth because their families cannot live without the money they bring in. We must fight to end this shame, this indignity, this waste.

The ICFTU will work closely with Education International and other International Trade Secretariats (ITSs) to eliminate child labour. At the heart of our policies must be the determination to get children into school and adults into work. While it is impossible to overestimate the scale of the problem, we must never underestimate our power to change things. The fashion of greed will fade as the world begins to count its cost. And the international trade union movement must catalogue the poverty, the unemployment, and social exclusion the unrestrained free market is spawning.

I fear that more tragic world events will prove the divisive nature of their philosophy. But it is our duty to show the value of our alternative, for us to demonstrate that enterprise and social responsibility are indivisible in a nation or a world that wants to call itself civilised. And within that duty Education International and its affiliates have a special role.

It will be your profession, by the standards you teach and preach, that will sow the seeds of tomorrow's social dimension in minds of these young people who as citizens will shape the next century.

You gather here in Harare as a new dynamic force.
Let your deliberations and policies unleash this force throughout the world!

Thank you.

Mr Fred van Leeuwen
General Secretary
Education International

Sisters, Brothers, Colleagues,

1. Introduction

Thirty months of Education International. That is not very long. But given the very short time, and the complexity of the merger process that had to be completed, very remarkable progress has been made. In fact, EI does not at all reflect the image which many people have of international bodies. It has developed swiftly. In less than a year after its creation, all standing committees were in full operation and - to my own surprise - it took no more than one and a half years to complete the establishment of regional structures in Africa, Asia-Pacific, Latin America and Europe. At the same time it succeeded in establishing working relations with many intergovernmental agencies, including the World Bank, an agency which kept its doors closed to our founding Internationals: World Confederation of Organisations of the Teaching Profession (WCOTP) and International Federation of Free Teachers' Unions (IFFTU). The establishment of internal structures, the fact that we have become known in the international community and that people and organisations want to talk to us, is fine, is satisfactory, is instrumental and necessary, but have we also come a step closer to the objectives that we set in Stockholm? What about public education for all, what about the rights of children, what about freedom and democracy, what about our human and trade union rights, what about social equality, what about solidarity ...? Is there any progress to be reported? Although you already may have discovered that the world did not suddenly become a safer and better place after we gave birth to EI, I think that the Report shows that we have made a difference. I dare say that in some instances we have made a *big* difference. Where we succeeded in influencing important international agencies in their thinking on education, where we succeeded in convincing governments to talk to education unions, where we got people out of jail, where we

were able to save lifes ... in all these instances we made precisely that difference for which Education International was created. Thirty months ago.

With your permission, EI is about to close its first chapter successfully. This is not only due to the dedication of the Executive Board and Staff, of the Regional and Standing Committees, it is also the result of the active involvement of our members, of their determination to make this organisation work. Your participation in our work has been overwhelming. And wherever EI member organisations came together, one could not distinguish former WCOTP members from former IFFTU members. All of this confirms that there is a general understanding within the education union movement that if we want to move forward, if we want to pursue change we must join our forces, act together and be united. *Educators United, Ready for Change!* is not just a slogan, it indeed very accurately captures our position here and now.

It may sound as if everything is hunky dory. This is not the case. We may be united, we may be ready for change, but the changes that we dream of, the aspirations that we have laid down in the constitution, are still far away. The problems that we have to solve, the obstacles that we have to remove, the challenges that we must meet, in order to realise that dream, are tremendous. I want to discuss with you what I believe should be our key policy areas - Human Rights, Structural Adjustment and Education. After my introduction Bob Harris will briefly put some perspective to our relations with the intergovernmental agencies.

But first I should draw your attention to two developments which, in my view, will in the years to come constitute the most important challenge to the international trade union movement and to education unions in particular.

2. Some Global Developments

The first one concerns the **internationalisation of our economies and the gradual disappearance of national**

industrial capitalism. We are witnessing the emergence of global networks of powerful enterprises for which national frontiers have ceased to exist. Networks, which are financially stronger than many nations, and which have only one goal, namely - to compete with each other, to conquer markets. Competition is both the goal and the means. There are no other objectives, there are no other values. They are not based in one country, but in many, and they are subject only to those national laws that they choose to respect. They temporarily settle in places where their demands for unlimited free trade, for deregulation and flexible labour standards are met, and then they move on to where the grass is greener, unattached as they are and uncommitted to anything but competition, leaving unemployment, poverty, social devastation and environmental damage behind. Mind you, when we speak of global business networks, we are not speaking of well organised groups headed by the bad guys who are carrying out evil schemes against humankind. Were this the case, we could simply send in "Mighty-mouse" to clear the matter. No, these networks are, you could say, growths which the international free market generates. They grow and prosper by virtue of the inability of national governments to influence deregulated markets. As we underlined in the Report, the G7, the seven economically strongest nations, are completely powerless, for example, to deal with international financial speculation, which, by the way, is the most useless, unproductive, depressing and dangerous undertaking... after nuclear testing. When a few individuals, by trading massively in foreign currency, are able to influence exchange rates, to cause, for example, a steep decline of the Mexican peso, forcing the Mexican government to cut back public expenditures, then colleagues, I believe, that we have reached the limits of the free market. The bloody limit.

Obviously, we are not against the free market and we are not against internationalisation. This process is as irreversible as the technological changes that have generated it. No, we are against internationalisation that *is not regulated*, that *is not guided by basic human values*, that *is not subject to democratic control*. Unguided and uncontrolled internationalisation processes, that are driven

only by competition and short-term gain prospects undermine the welfare state and social and democratic development in general.

I believe that while governments so far have failed to reform the international monetary system, to set rules and to supervise the international flow of capital, while they have failed to give a social dimension to the international trade agreements, while they have bowed down to the free market extremists, that we as international trade union movement can swing the pendulum back. In fact, the trade union movement may be the *only* movement with the potential to exert the pressure necessary to bring about change, at least if labour unions succeed to remain the most powerful organised political force in each country. But, colleagues, this is not obvious either.

Particularly not, if we take into account the second important development that I wanted to bring to your attention, namely that we are rapidly moving into **an economic order in which not labour, not raw material, not capital, but *knowledge* is becoming the key resource**. The blue collar worker is replaced by a new kind of worker, the knowledge worker, a worker who, in contrast to workers in the past, will own the tools of production. What knowledge must everybody have? What is quality in learning and teaching? These will become central concerns of the knowledge society, and thus major political issues. Peter Drucker, an American sociologist, wrote in an article in the Atlantic Monthly some time ago that *"the acquisition and distribution of formal knowledge may occupy the place which the acquisition and distribution of property and income have occupied in our politics over the two or three centuries that we have come to call the Age of Capitalism."* And he predicts that *"education will become the centre of the knowledge society, and the school its key institution."* In the knowledge society the work force is predominantly composed of skilled workers, of professionals who work in small independent units with an emphasis on individual responsibility and competitiveness. The assembly line will be something of the past and the difference between management and employees may

fade. It is not evident that the knowledge workers feel the need to be organised in labour unions or to defend their interests collectively. It is not evident that they will be touched by the solidarity principle. They might be more attracted to professional associations with the sole purpose of improving the knowledge and skills which are vital to their careers. Already we see that large groups of professionals remain outside the trade union movement. There are no simple answers to all of these questions. But it is certain that when unions neglect this social transformation, when they pretend that they can continue in their old ways, they may soon be relics of the past. **The changing work force requires a rethinking of union structures, strategies and working methods.**

This is all the more necessary if we consider that the knowledge society will give a new and painful dimension to social inequality: the haves and have-nots of today will be the know and know-nots of tomorrow. And when we speak of know-nots we are not necessarily speaking of illiterates, of people who did not complete their school career. No, you can be a know-not with a university degree, when there is no demand for your knowledge on the market. [You can be a *know-it-all hot shot* on Monday morning but be found an *ignorant, out of touch know-not* on Friday afternoon, because you have missed the weekly refreshment courses, in-service training programmes or other forms of education that would keep you in demand in a changing labour market.] And, more than likely, the know-not will also be a have-not.

The knowledge society is also a global society, in which the wealth of nations will not only be measured by their natural resources and industrial performance, but also and increasingly so by the value that the knowledge invested in their work force represents on the world market. The fall of the industrial worker in the developed free market countries will therefore have a major impact on the developing countries. These can no longer expect to base their development on their comparative labour advantage - that is, on cheap industrial labour.

One should think that with the emergence of the knowledge society we will enter the Golden Age of Education. It sounds very promising when we hear that the quality of our education systems becomes more crucial than the armament industry in times of war. But this Golden Age of Education may well turn out to be a new dark age if we fail to take certain initiatives. We may even have to prepare ourselves for some serious battles, for if knowledge becomes the key resource, its value will be determined by the market. Each piece of knowledge will have a price-tag. There may be strong pressures to cut back on knowledge that does not seem to be relevant by industrial standards. And there is another danger which has already become reality in many countries. In a society where knowledge becomes an important commodity, something that you buy and sell on the market, one may be inclined to "throw" our education systems, the places were that knowledge is acquired and from where it is distributed, onto the market as well. I use the words "one may be inclined", but if we look around us, we see that educational vouchers, or other plans to privatize parts of the education sector - vocational education and higher education often being main targets - keep coming up and in some cases are indeed implemented.

The assumption that "private" is always better than "public" is a false assumption. The privatization of school systems does not result in better education services for all; a private school system is not more effective or cheaper than a public school system. We challenge anybody to provide evidence of the contrary and to mention one country where private education functions as a viable alternative to a public system. That country does not exist.

Colleagues, I have discussed some aspects of the globalisation of the economy and the emergence of the knowledge society not only to clarify the background against which EI has been operating in the past thirty months, but also to emphasise that most of the problems faced by educators and their unions find their roots in international developments. The solution to these problems require measures beyond national borders. I have also indicated that the challenges imposed by these developments can only be met

successfully if we work in close cooperation with the trade union movement. That movement, however, is not in a very good shape. The fall of the industrial worker in the developed countries, the aggressive anti union climate in many countries, the individualisation of the work force, the reluctance of new groups of professionals and of young workers to join trade unions, all of this has weakened the strength of the movement in general. Even if education unions, compared to unions in other sectors, are reasonably successful, it is of vital importance that we help to turn the tide, make the union movement more attractive, more flexible, and more responsive. **Education Unions must play an important part in that process.** Within the union movement, we are, together with journalists, engineers, artists, and other professionals, comparatively speaking, in an advantageous position. We already organise knowledge wofkers; we are professional associations and labour unions in one, and we may provide the model for the future of organised labour.

3. Priorities

In the period behind us we have actively pursued three global priorities, each covering a huge area of activities. *The protection of the human and trade union rights standards,* as our first priority; *the rejection of structural adjustment policies affecting public education in many developing and post communist countries*, being the second priority; and our third priority being *the promotion of education reform.* I want to stress that these priorities should also determine EI action in the period ahead of us and that all work towards these priority goals must be primarily centred on member unions most in need of EI's support. As the Report says, we have made every possible effort to foster solidarity with teachers' organisations in the developing nations of Africa, Asia, Latin America and Central and Eastern Europe to become strong, independent and effective unions.

We have done so in the conviction that free and strong education unions in all nations are the key to the accomplishment ofur o common objectives. I will come back to this later but first I would

like to discuss with you that first priority: the universality and indivisibility of human and trade union rights standards.

3.1. Human Rights

50 years after the adoption of the Universal Declaration, are we back to square one? It seems like it. Questions such as: *Is the Universal Declaration universal* or *how universal is the Universal Declaration* have again been put on the international agenda, and, colleagues, we are forced to deal with it, whether we like it or not. The international labour standards, our trade union rights, our rights to organize and to bargain collectively have also once again been put into question. As we have explained in the Report, at every major intergovernmental conference we have been confronted with governments who have declared the Universal Charter, and more particularly the international human and trade union rights standards, as not applicable to them. If it is not their economic development that does not permit the application of these standards, it is their national religion, their cultural heritage or - and this beats them all - their People's Desire. We know that it is none of the above, we know of human rights groups active in these countries, and we suspect that it is simply their way of preserving their semi-democratic or non-democratic or authoritarian political systems.

In the Report we have listed the main trouble makers: China, Cuba, Iran, and some of the nations of South East Asia. China and some of the South East Asian countries have skilfully played the "economic development card" claiming that they would have never been economically successful had they allowed full trade union freedoms. Apart from the fact that it is outright immoral to declare trade union rights and democratic principles subservient to economic goals, the assumption that these principles are obstacles to economic growth is false. And is it not an irony that the government of China, a country where independent trade unions never existed, where freedom has just been the name of a little caged bird, that that government has now started to teach us on the dangers that democratic rights pose to economic development?

Western Governments, pressurized by the international business community, silently approve of this charade, afraid as they are to offend the Chinese leaders and the giant market that they control. But we know and they know that human and trade union rights do not at all impede economic growth, on the contrary, the Universal Declaration is in fact the best handbook to economic development currently available. When meeting its standards you may not necessarily achieve high growth figures and get rich overnight, but you can achieve sustained growth.

They say the Universal Declaration does not take into account cultural differences. This refrain is being expressed over and over again by the governments of South East Asia. They find the Declaration too much oriented towards the Western societies. It lets individual rights prevail over the rights, the needs of nations, they say, and this is not the way their societies have developed. This concern seems more serious than the economic one. We should at least not dismiss it with a wave of the hand.

Without loosing sight of the cultural differences, that also exist within our own organisation, differences that we must respect, differences that help us to understand each other and that inspire us to move forward together, we will not and cannot ever compromise on the universal character of the international human and trade union rights standards. This is not a matter of EI policy, it is our constitutional mission. It is our main task to denounce every violation, wherever and whenever it occurs, irrespective of the circumstances. And we have done so. Sometimes as EI, sometimes in a joint action with the International Confederation of Free Trade Unions (ICFTU) and the International Trade Secr[illegible]'s (ITS).

[illegible] at this point draw your attention to the annual survey on trade union rights published by the ICFTU a month ago. The survey reports for 1994: violations in 98 countries - over 500 trade unionists killed in 17 countries - more then 4,000 people detained or arrested for their trade union activities - and almost 2000 injured. And these only concern cases reported to the international

trade union movement, but as I have outlined in the Progress Report, it represents the tip of the iceberg.

There are several explanations for the sharp increase of violations of the international labour standards. One: the **growing power of uncontrolled free market forces** which expand and prosper by virtue of unlimited free trade, deregulation and flexible labour standards. Anything that comes in their way must be crushed. Two: **structural adjustment policies** that are imposed on the indebted nations by the international financial institutions which include or at least result in hostile measures against trade unions in the developing countries. And finally, let us not forget this economic concept by which many of our countries are governed, or perhaps I should say by which they are "mis-governed". The **reduction of government interference in the economy** to an absolute minimum has almost become an ideology. It is practised by all governments, irrespective of their political colour. The only way you can still distinguish one political group from the other is by asking them at which point in their view that absolute minimum has been reached. I will come back to this in a moment. For now I simply want to say that the reduction of public expenditures and the privatization of public services, often leading to major conflicts with public service unions, has resulted in restrictions of the right to organise, the right to bargain collectively, in mass dismissals, legal intimidation, in the removal of check-off rights and in the introduction of legislation to override collective agreements. These are economic explanations. But let us not forget that any violation, no matter how small, is a show of contempt for democratic principles and is subsequently a threat to democracy.

Educators and education unions have been victim of almost every single infringement of international standards in the book. Genocide, ethnic cleansing, assassination, intimidation, disappearance, detention, torture... Name it, and we will give you an example, we will give you a name, and we will give you a date and place. Many of our colleagues have lived with such gross violations on a daily basis (and many, too many have died). Because they were educators, because they were trade union

activists, because according to some authority they had the wrong view, because they were from the wrong tribe... Do I have to recall that in Rwanda not far from here 14,000 teachers were assassinated? Do I have to recall the ongoing atrocities in Bosnia-Herzegovina? Do I have to recall the murders of teachers in Colombia, in Algeria, in Burma? Yes I do, I must recall these injustices, not only to commemorate the victims but also to remind ourselves of the mission that we decided to undertake back in Stockholm. And we have, as you know from our urgent action appeals, not left one stone unturned, to prevent violations, to get to meet with the responsible authorities, to activate intergovernmental agencies, and, of course, to assist the victims.

Quite a number of governments still have difficulties in accepting the idea that educators are organised in trade unions. Many are reluctant to bargain collectively with education unions or to even consult with them. I will spare you the 1001 reasons that governments, including democratically elected ones, may have to keep educators from the negotiation table. Among the governments that we are currently crossing swords with are those of Turkey, of South Korea and of Kenya. Public service employees in *Turkey*, including educators, are denied the right to form unions. After many years of pressure and action by the international trade union movement, the Government finally gave up and decided to propose a change of the constitution. Ten days ago the Turkish Parliament was expected to adopt this amendment. It decided, however, not to do so. According to some observers this sudden change of heart is the result of pressure exerted by the military. Whatever the reason may be, I am certain that you will permit me to convey to the Turkish authorities our indignation over this drawback. Turkey, which would like to be seen as a democratic nation, has, colleagues, once again failed its exam. The same can be said about *South Korea*, where, in spite of a ruling by the ILO, the government continues to refuse to reinstate a group of teachers who were dismissed from their jobs a few years ago for being members of an educators union. No, they can get their jobs back provided that they sign a statement promising to turn away from their union. One cannot escape the impression that when it

comes to union rights in the education sector, governments sometimes act irrational if not paranoia. In *Kenya*, the government decided to deny recognition of the Universities Academic Staff Union, and as if enough injustice had not yet been done, it dismissed the union leadership from their jobs. Apparently, it is not only forbidden to form a Higher Education Union in Kenya, it is also not allowed to ask permission for it.

I would like to briefly discuss with you another case, one that has given us head aches... and heart aches as well. It concerns the situation in Kosova, where 300,000 Albanian children are denied access to education. In 1990 the Serbian authorities decided that the educators of Kosova, where 90% of the population are ethnic Albanians, should stop teaching in their mother language, that they should stop teaching Albanian history and literature, and, in stead, carry out a new curriculum, a Serbian curriculum, imposed by the Government of Belgrade. They refused. Subsequently, 26,000 educators were dismissed. Up until today, five years later, these educators are still without a job, and their students without schools. An alternative school system has been set up which is run with the help of the educators union of Kosova. Students are taught clandestinely in private homes. These places are raided regularly by Serbian police forces. Educators and students are subject to intimidation , arrest and detention. Several times we have urged the government in Belgrade to reinstate the dismissed teachers and to reopen the schools. The President and myself, together with the President of EI's European Committee, have even gone to Belgrade to talk to the Education Ministers of Serbia and Ex Yugoslavia, and to the Labour Minister and the Minister for Minorities of Ex Yugoslavia. These Government officials flatly denied that teachers had been dismissed and that schools had been closed. They even threatened that if the Kosovan educators would not cease teaching in private homes, they could not guarantee the safety of the Albanian students. The Kosova case represents the violation of almost every international standard that you can think of. And there is another very frightening element to it, namely the utilization, the employment, no, the abuse of education, of a school system to pursue a policy of ethnic

cleansing. Because that is what we are talking about. Ethnic cleansing through education. Something that fills us with disgust. We expressed these feelings in a personal and frank conversation with Mr. Boutros Boutros Ghali, last autumn. I wish to commend the Albanian teachers of Kosova for their courage and for their determination to not give in to Balkan bullying, and I am certain that you will allow me to tell them that Education International will continue to support them.

When talking about the Balkans and ethnic cleansing one cannot remain silent about the situation in Bosnia-Herzegovina. We have, as have many others, expressed our indignation over the horrifying crimes committed against the people of Bosnia, particularly against the Moslem-Bosnians, and we have tried, together with our Belgian affiliate, to help supply schools in the so called safe areas. But education is not the first thing that comes to mind in a war zone. As we speak here today the safe area around the city of Srebenica does not exist anymore. The international community has failed to live up to its promise to guarantee the safety of the Moslem population. And as long as UN-soldiers are sent like sheep among the wolves, the situation may not change but is likely to deteriorate further. Perhaps there is not much we can do. But there is one thing that we should certainly not do and that is to join those who, severely critizing the United Nations for not being able to enforce peace, question this body's future existence. Sometimes you get the impression that the United Nations is held responsible for every conflict in which it intervenes. But it is not the UN, but the Bosnian Serbs, the Somalian war lords, and all these others who are the belligerents of our time or at least pose a serious threat to our safety. And if we nevertheless insist to reproach the United Nations for not acting decisively enough in its peace enforcing or peace keeping missions, we should not send a message to New York, but to Washington, to Moscow, to London, to Paris, to Beijing and to all these other capitals... where our political leaders are letting their narrow perceptions of national interest prevail over the interests of humankind.

Colleagues, *teaching can be a hazardous occupation.* Numerous examples can be given of educators who, in the eyes of the authorities, did not teach the right thing. Colleagues have been fired for teaching that the world is not flat but round (seriously, this really happened!) for questioning the state ideology, for telling class that the head of state was rich enough to feed every living soul in the country, for reading Anne Frank's Diary, for talking about risks of sexual behaviour, for doubting the infallibility of the Church of Rome and for many more things. Obviously, when it comes to our professional freedoms it is very clear where we stand. No State, no Church, no political party shall dictate us what to teach and how to teach it. This simple principle is, as we know, not always easy to realise. Both in democratic, in not-so-democratic and in non-democratic societies educators are pressed to do almost everything or to leave almost everything that would influence students. These pressures augment in times of important change, in times of polarisation. And we live in such times. In this respect I want to mention the dangers that fundamentalism pose to education, to our schools, and to us. Only a few weeks ago a University teacher in Egypt was dismissed and excommunicated by a Religious Tribune for not having correctly taught the Koran to his students. Having been ex-communicated he was also sentenced to divorce from his wife, who is teaching French at the same university. The initiative to this trial had not been taken by the authorities but by colleague professors. When we talk about fundamentalism we are not just talking about "them", but sometimes also about "us", about educators. We know of the creation of educator organisations promoting fundamentalist ideas, and we should not underestimate the public support these organisations may be able to mobilize. Fundamentalism is not confined to the Arab world or to the Islam. Christian fundamentalists are just as dangerous, as are Jewish or Hindu or Buddhist and any other fundamentalists. Every form of fundamentalism poses a threat to democracy and to our human and trade union rights.

Even if we have occasionally succeeded, as I have said earlier, in bringing governments to reason, to bring some relief, to make a

difference, our contributions have been modest, too modest in my view. We have to double, triple, perhaps quadruple our efforts if we want to assist more effectively the growing number of member organisations that are stripped from their rights and/or subject to intimidation and repression. And there is another thing: it does help when EI member organisations actively join our campaigns. A letter, a fax, a telephone call to an embassy can, believe me, make a difference. But it can also make a difference when an EI member organisation decides not to support action against the violation of human or trade union rights in its own country.

We are proud of our members that have demonstrated the courage to stand up and publicly denounce violations committed by their own governments. I realise that not every union may be able to do that, risking severe punitive measures. But we ask, no we insist, that any member organisation refrains from supporting their government's infringements of human rights standards. To provide such support is unacceptable, not only because it undermines the credibility of Education International, but also, because it endangers what I already called our constitutional mission.

If we look at the massive neglect of human rights and international labour standards, it is clear that we must find new ways to ensure their application. One such new way is to attach social conditions to international trade agreements. When it is no longer profitable to use child labour, or to deprive workers of their basic rights, these evils may gradually disappear. EI has supported the social clause concept [or, as we have we put it in the Progress Report, of an alternative system whereby countries that respect international standards would be given preferential status on world markets]. It would be helpful to hear your views on this matter.

I have talked about the promotion and protection of human rights as a constitutional mission of Education International. Related to this mission is our ongoing struggle for equity, with a particular focus on the situation of women in our societies, in education and in our trade unions. We have prepared and distributed a Special

Report that gives a general overview of the current situation. We still have many changes to make. Although one should not neglect the hopeful signs, we should be alarmed by the extent of violence against women; by the fact that women and girls are the hardest hit by unemployment and poverty. Education is a key factor in achieving equality of women. Investments in the education of women and girls is probably the most profitable long term investment in health, safety and survival of humankind. At the intergovernmental levels we have seized every opportunity to address these and related issues. We have at the same time encouraged the participation of women in our trade union activities by organizing special women's workshops, regional seminars for women and by rewarding member organisations which delegate women to EI meetings. Women constitute the vast majority of our memberships, but when it comes to leadership positions they still are in the minority. Obviously, when we want to achieve equality, we should start looking at ourselves, at the gender balance within the governing bodies of our organisations. If an organisation with 70% women as members, has an Executive Board with 10% women, there is something seriously wrong. The Special Report shows that we still have a long way to go. Our Status of Women Committee has worked hard to ensure that EI itself will not be gender blind.

3.2. Structural Adjustment

The gap between the industrialized world and the developing world widens more and more. The basic needs of food, clothing, shelter, health care and education are not met for millions throughout the world. There was hope that the process of globalisation of the economy would be a positive force. But as I have indicated before, it has not been so. The failure of the main industrial powers to establish some ground rules for the globalisation process, has reinforced a dual world society. The present world population amounts to 5.7 billion of whom 4.2 billion live in the developing countries. Of all the world's workers 30% cannot find productive employment, 125 million have no work at all and 1.1 billion have to live on less than one US dollar a day. The number of children

not in school in Africa, South Asia and the Middle East is expected to increase from 129 million to 162 million by 2015. Only two-thirds of children who start primary school finish it, and the number of adult illiterates in the world - now 900 million - is likely to increase. The staggering poverty and inequity is affecting women and girls most.

An unfolding tragedy is the level to which the status of educators has been reduced. The differences between the living and working conditions of educators in the developing and educators in the developed world are intolerable. Many of our colleagues are now among the most marginalized in society. Salaries have dropped so low that one month of salary cannot even buy one quarter of the basic monthly food requirement of a family. And when educators cannot even send their children to school because they cannot afford the public school fees, then we have certainly reached the worst possible situation. But no, things can be even worse than that. It is no longer the exception that educators are not getting paid at all. Simply because the state has run out of money or seems to have ceased to exist. Take Zaire or Chad, where public service employees have not been paid for over a year. Is it not surprising that some schools are still in operation and that educators continue doing their work. This is certainly not due to the management skills of the authorities. It is due to the dedication of our colleagues, to the responsibility they feel for their students and to is their strong belief that education may be the only means by which their country can be pulled out of this depressing swamp.

We have in the period behind us reminded governments of their commitments. But when you have no money it is difficult to put it were your mouth is. In order to get new loans or to get old loans re-scheduled the indebted nations must abide by rules set by the international financial institutions. And those rules are: Thou Shall Cut Back On Public Expenditures. They call this, as we know, "structural adjustment". A neutral name for a very ugly operation with terrible social consequences. According to a Zimbabwean author, Structural Adjustment Programmes, are in this country referred to as SAP, a Sure Advice to Poverty. Over the past

decade education, health care and other public services have been stripped to the bone, leaving many millions unprotected. The idea that developing countries should *privatize* all of these services is of course preposterous. People have no money to buy these services, and, where there is no market there will be no corporate businessman interested to sell such services. We have, together with the ICFTU and all other International Trade Secretariat, mounted a campaign against the impossible conditions that are imposed on the developing countries. The ICFTU opened a special office in Washington for liaison with the IMF and the World Bank. EI contributes financially to this office, and we can already report the first returns. The International Monetary Fund has started to talk to the ICFTU. Although we disagree on almost everything, trade union representatives at least sit across the table from them, and they do listen.

The World Bank has also started to listen. In fact, Education International was consulted before a final policy report on Education was presented to the Bank's Board. This report should be seen as a set of recommendations, as "policy advice". Let me start by saying that the Bank's report is convincing in its analysis of the crucial role of education in society. It also clearly states that basic education, that is primary and lower secondary education, should be first and foremost a responsibility of the public authorities. However when it comes to vocational and higher education the World Bank argues for privatization. Another thorny piece of advice from the bank to low and middle income countries is to increase student-teachers ratios. Let me state here that governments which plan to give serious consideration to this advice, may find themselves in serious trouble with our member organisation. And rightly so. But I should not go into details at this moment. We have provided a provisional response to the Bank's Report clearly rejecting some of its ideas concerning the financing of education. We have also expressed our disappointment over the lack of financial creativity which you should expect from a World Bank. We had hoped that they would have presented a detailed analysis of the resources which can be found for education by for example reducing military expenditure, slashing

the arms trade to developing countries, eliminating corruption and writing off debt. We had hoped for a plan to mobilize resources for education in developing countries similar to that achieved in Europe after the second world war under the Marshall Plan. Yet, I am hopeful that by continuing our dialogue with the World Bank, we, as Education International, may be able to further influence the Bank's views on education. And I would like to invite our member organisations in developing countries to participate actively in this dialogue.

Colleagues, in the Report we express our disappointment about the failure of most OECD (Organisation for Economic Co-operation and Development) countries to spend at least 0.7% of their gross national product on development cooperation. Only four countries are meeting this UN standard. The poor performance of the rich countries is the immediate result of neo-conservative ideas sweeping throughout the industrialized world. As I have said before there is a broad consensus among leading politicans about reducing the government's role in society to a minimum. Some extremists believe that you should not only privatize education and health services, but also the social welfare system. Some time ago, a certain Mr. Gingrich, who is the Hero of Privatization of the American Republican Party, seriously suggested that social welfare programmes are not the responsibility of government but of churches and of charity organisations. Mr. Gingrich may be an extremist (or, if you want, a fundamentalist because he is indeed turning privatization into a real religion), but he is certainly not alone. There are many Gingrich clones around, in North America, in Europe, in Asia-Pacific, some of whom are dangerously influential; and they all sing the same song; they all represent ideas which are hostile to ours. Do not expect the Gingriches to bridge the gap between poor and rich in their own countries, let alone that they want to overcome inequalities between North and South, between East and West. When they come to the South it is not to give but to *take*; to earn money, to buy cheap labor and to dump their garbage. Equity, Solidarity are not on their agenda. But on ours it is. And we must in the period ahead of us not only increase the pressures on the governments of the rich countries to

meet their commitments to the developing nations, we must also try to expand and improve our own development cooperation programmes. We must make a coordinated effort both through bilateral and multilateral programmes.

Colleagues, each and every challenge that I have spoken about, from the global financial chaos to the dismissed university teacher in Egypt, from structural adjument to the emerging knowledge society, they can be met succesfully if we stand together. As trade union activists and as professionals. Our unions are powerful weapons, and so is education. It is therefore self explanatory that we look at our education systems, try to adapt them to present day needs and initiate reforms. This brings me to the third priority area: Education Reform.

3.3. Education Reform

We have provided platforms for exchanges of information and experiences on education reform. We have also actively pursued our ideas in UNESCO and the Organisation for Economic Cooperation and Development. And not without success. Actually, the OECD has placed education reform high on its agenda. But by reform many governments mean only extra scrutiny of school systems and educators. By reform we mean better quality and access.

I would like to make the following two remarks:

Firstly, education unions must take the lead in discussions on educational goals and standards, on curriculum development, on the transition from school to the labour market, and on school reform in general. We may be the only ones able to ensure that our school systems meet the ever changing needs of our societies, and we may also be the only ones able to prevent education from becoming lop-sided in terms of too much - or not sufficiently - oriented towards specific goals. Education is not just a tool to promote economic growth, it is also and must always remain a tool for democratic, social and cultural development. Schools are places of equal opportunity, centres of knowledge and learning

accessible to all. **And we must secure that schools will remain such places. We owe that to our students, to their parents and to ourselves. Secondly,** we must form coalitions and partnerships with public institutions and social groups, which may include business organisations. In fact we must seek partnerships with all forces that share our aspiration to build the high quality school systems that our societies and our children deserve; and that also share our conviction that such systems are by definition public systems. And let there be no misunderstanding: Public education is not just education paid by tax payers. It is a democratic concept. And those who nevertheless pursue plans to sell out our public school should understand that while they think they are saving money, they are really setting democracy short!

There are two education sectors that, in view of the economic and social developments that I have mentioned before, may need extra attention from Education International. These concern vocational education and higher education. Changes on the labour market are increasing the pressures on these sectors, which are also the most likely ones to be affected by the privatization virus. Moreover, the internationalisation of higher education - and to a lesser extent of vocational education - require that we consider promoting specific international standards. We are currently involved in discussions that may lead to the establishment of an international recommendations on the status of higher education personnel. Allow me to note that higher education is not the easiest sector to organise. In fact, there are still many professional associations and unions of university teachers outside Education International. We must make an extra effort to show them that their interests are ours, that our interests are theirs, that "splendid isolation" does not exist, and that they should take their place within our movement both at the national and at the international level.

4. Closing Remarks

The protection of the democratic nature of Education International and the active involvement of its members require that we consult each other and that we meet regularly. Consultations and meetings

at the international level, however, are very costly. Travel, translation, staffing time, even the smallest committee, may cost a fortune. This is something that every union organisation is confronted with: if too much money and staffing time is spent on the development of policy and the preparation for action, there is a risk that the action itself, the implementation of policy will not be forthcoming or be delayed. There must be time for debate, but there must be time for action as well. A satisfactory balance must be found between the two.

I would like to make one more remark. No matter how globalized our economies are, we are still living in a world of nation states. Even if the nation state is increasingly being called into question, and even if, as I have tried to explain earlier, the margins within which our governments operate are getting smaller and smaller, within those margins *they* still call the shots. There is no world government. Education International is one of the largest organised pressure groups of its kind. It is a very strong and healthy organisation. But any of the important changes that we want to achieve will require firm action at the national level. As part of the international trade union movement we help create the global conditions that are required to enable national unions to continue to exist, to function, and to take steps towards our common goals. But the strength of our movement does not just lie in our democratic skills, in our ability to convince people, but ultimately, in your capacity, in the capacity of your national unions to mobilize people and to undertake industrial action.

Sisters and Brothers, Colleagues, I believe that we have succeeded in getting Education International under sail and moving.

The bridge is yours.

Mr Robert Harris
Executive Director for Intergovernmental Relations
Education International

Sisters and brothers, colleagues,

When we formed this organisation 30 months ago, we did so with a purpose. We meant Education International to make a difference, to have an impact.

And it has!

The Progress report describes what we have achieved together so far.

At the same time, and Fred has just spelt this out, enormous challenges lie ahead.

I'd like to give you just three examples - examples of achievement, and of the challenges which lie ahead.

Take the first of the priorities set the Executive Board - **the protection of... human and trade union rights [and] standards**. The report before you shows how we have been able to pursue this priority through the International Labour Organisation. The ILO Freedom of Association committee is a powerful moral force. With UNESCO, the ILO monitors the implementation of the Recommendation concerning the Status of Teachers. The latest report of their committee of experts (CEART) provides irrefutable evidence in support of what education unions have been saying all along. ILO is doing important work on equality for women, and we are working with ILO on the campaign against child labour.

Now all this is threatened. ILO has been hit by a financial crisis so severe, that three weeks ago, at the end of the ILO Conference, most sectoral and regional activities planned for the remainder of

this year were called off. They included an activity of major importance for us: the meeting in October of the Standing Technical Committee for Educational Personnel, which was to focus on the impact of structural adjustment. They included a sub-regional workshop with UNESCO in Dakar. With the support of the Workers'group, we will fight to have these activities proceed early in the New Year. But the next major activity we had planned with ILO in 1996, on leadership by women in education, is now in serious jeopardy.

What is the reason for this financial crisis? At the time of the ILO Conference last month, a number of countries, including the United States, had not paid their dues for this year. The Chairman of the US Senate Foreign Relations Committee has ILO on a hit list, and Britain is making threatening noises. It is very much like the case of UNESCO 10 years ago, and the risks for ILO are similar.

In other words, in an increasingly de-regulated world, blows are being aimed to the body of the organisation which for 76 years has promoted international labour standards, which was founded with a mandate to work for social justice, the organisation which has stood for defence of trade union rights, where trade urdons could be heard when those rights were violated. That organisation is threatened because the essence of its mandate, the defence of universal standards, is disturbing for the unfettered operation of the free market. Colleagues, together with the whole of the trade union movement we must mobilise against that threat.

The second of our priorities was **the rejection of structural adjustment policies which constitute a major obstacle to ... the advancement of public education**. The dialogue we opened up with theWorld Bank has been part of a campaign involving close cooperation with the ICFTU (International Confederation of Free Trade Unions) as well as ILO and UNESCO. As EI came into being, we learnt that the World Bank proposed to prepare a comprehensive policy paper on education. We set out to influence that paper. The World Bank's staff agreed to our proposals for consultation from the beginning of the drafting process. And just as

well! The first draft foreshadowed wholesale privatisation of education and rejected the need for well-qualified teachers and quality pre-service teacher education. Our Chief Regional Coordinators were able to confront the World Bank staff with the realities in June last year. Then EI leaders had a vigorous exchange with the Bank's Vice-President for Education and Social Policy in October. Most important of all, EI member unions around the world took part in the campaign to influence the Bank's political representatives, the Executive Directors. Yes, there has been achievement. We have broken through in our relations with the World Bank, and an early result is that the report to be sent to your governments this month shows progress compared with the policies the Bank had promoted previously.

Fred has said EI's response to the positive and negative features of this report. It is supportive of our positions on education for girls. It acknowledges the keyrole of qualified teachers. And it affirms that World Bank projects will protect education from structural adjustment! But we remain critical of much that is in the report. We are under no illusions. Hard battles are still to be fought.

Now we must move to a new phase in our campaign to change the policies - and the practices - of the World Bank. It is time for that campaign to be pursued at the national level. Since the World Bank has now accepted the need for dialogue with education unions, we must put it to the test. This we can do by demanding that education unions be recognised by the World Bank **and** national governments as partners. They must understand that no reform in education will be meaningful or workable, if it has not been developed through consultation with educators, expressing themselves in all independence through their representative organisations. Simultaneously, we must build community support and political will to provide the resources for quality public education for all. The blueprint exists. It was adopted five years ago in Jomtien. It was updated and reaffirmed by 116 national leaders at the Social Summit in Copenhagen, when they adopted Commitment six on education and health. It is a question of political will.

The third example of achievement and challenge relates directly to our Congress slogan and priority number 3, **the promotion of education reform** - real reform not cost-cutting.

Just as we press the World Bank to engage in dialogue with the education unions of developing and transition economies, so we have pursued that same concept within the framework of the OECD (Organisation for Economic Cooperation and Development). We did so at the OECD Conference on *New Partners for Better Schools* in March. We wil pursue it when OECD Education Ministers meet next January. And we will do so when Ministers from all UNESCO Member States go to Geneva for the 1996 Session of the International Conference on Education, a session which for the first time will focus on the role of the teacher.

So we have succeeded in getting the general concept of partnership with independent education unions onto the agendas of both the World Bank and the OECD. But there is obviously an enormous challenge in getting governments to put the concept into practice. And there is also a challenge for ourselves in defining what we expect in practice at the national or local level, and in developing our own capacities to be effective independent partners in education reform.

Achievement and challenge. When we formed Education International 30 short months ago, we said that the new organisation should be greater than the sum of its parts. That aspiration has become a reality - both in the life of the organisation and in the impact we have been able to achieve upon the inter-governmental organisations.

This impact we do not achieve alone. We achieve it through our close cooperation with the broad trade union movement, the ICFTU, the TUAC (Trade Union Advisory Committee to the OECD) and the ITSs (International Trade Secretariats), and through our contact with non-governmental organisations.

30 months ago we made a commitment to make sure that the

teachers' voice would be heard whenever and wherever governments meet. And that united voice has been heard.

Yet, the access we now have access to the highest levels of the United Nations, and the Economic and Social Council and the specialised agencies, only has meaning if there is some impact on education, and human aud trade union rights, and development at the local and national level. I believe one of the most exciting things about the future of Education International is that the groundwork is being laid for mobilisation linking together the global, the regional and the national, and the local in such a way that we can achieve that impact.

In this 50th Anniversary Year of the founding of the United Nations, there is a great sense of uncertainty, of searching, among our international institutions. EI initiated the Global Teach-in, an official UN50 activity for October 24 this year, as part of an effort to foster critical, constructive debate at community level about issues which affect us all. Mary and Fred have described the changes which confront us as educators and trade unionists. Through the potential it has for linking our communities with global change, Education International will help us to meet those new challenges.

If I may conclude on a personal note: I believe that the decision by 240 national education unions to form EI 30 months ago was a decision of the greatest strategic importance for education and for all who work in education. I believe events since then have confirmed that it was the right decision. There has not one instant when I have doubted that. For me, this has been an intensely satisfying period, derived from a conviction reinforced on a daily basis that together we are engaged in a something very worthwhile. And it is with that sense that I complete at this Congress my political responsibilities associated with the transition. The transition was really completed some time ago, I think. It is formally completed at this First World Congress. There is a great team leading the organisation forward. And with your support and active engagement Education International will go on from strength to strength.

Mr Helmut Skala
Representative of the World Confederation of Teachers

Dear sisters,
Dear brothers,

In the first instance, I would like to thank you for having invited the World Confederation of Teachers (WCT) to participate in your first World Congress. On behalf of all our member organisations and of the Board of the WCT, I wish you all the best in the proceedings and deliberations of your Congress.

Your Congress will be the occasion and appropriate forum to affirm on the absolute necessity to defend the interests of all those involved in the teaching profession, and in the other connexed sections pertaining to Education and Culture: the policies conducted throughout the world are having consequential impacts and effects on the personnel: contraction of employment, erosion of salaries, conflicting or inexisting professional relations, degradation of conditions of work. In Africa, particularly, the situation is catastrophic and alarming.

The World Confederation of Teachers is fully conscious of the acuteness of problems confronting the staff of the teaching profession, of education and of culture world wide: its presence in 60 countries in all the continents requires that all efforts must be mustered to find solutions to a series of problems and of situations which are too often dramatical with regards to conditions of work.

The organisation of our last Congress in Africa - in Dakar, was not a random choice. Just like the Education International which is holding its Congress in Harare, we too wanted to manifest and indicate our priority for Africa: we have a lot of issues in common with this continent and with our African sisters and brothers. The theme of our Congress *'Teachers and Education mobilised for*

democracy, culture and development perfectly illustrates and underlines the necessity in favour of a new model based on sustainable and integral development. Only the establisment of genuine democratic systems, keystone of success, implying pluralism, source full of values and above all in trade unionism are the essential ingredients guaranteeing peace and which can foster a new alliance among thinkers, decision-makers and those who are active on the field.

The WCT insists that priority of consideration should be given to the broad expectations and anxieties of men and women who commit themselves to promotion of education rather than to institutions. In the futherance of our objectives, characterised by our autonomy and independence, we have never failed to make our views known to defend the rights of our members on a wide range of issues raised by political parties, churches, employers or governments.

In a spirt of solidarity, we can assure you of our determination and commitment to work in close collaboration with Education International. Two factors among others impose this process.

The relatively low rate of unionisation in the world is a serious risk for democracy; it is essential that we call and keep calling on all the democratic international and regional trade unions, and on Education International in the first place, to form a genuine international trade union front. The co-operation, over the years, between the International Federation of Free Teachers' Unions (IFFTU), the World Confederation of Organisations of the Teaching Profession (WCOTP) and the WCT guarantees a positive evolution in the future protection of the rights of the education staff in the international governmental and non-governmental institutions. There is ample evidence of the favourable results of this co-operation: so, we should continue our struggle for the unity, or action, of the teachers, educators. Even if regional and national susceptibilities impose, for the time being, several organisations, it is no less indispensable that the co-operation between our two international organisations should be

strengthened, on the basis of mutual respect and the recognition of our common and specific values.

A second factor makes this close co-operation necessary: together we have to break out of the vicious circle of the imposed predominance of the economic policies over human aspects, the vicious circle of neo-liberalism, deregulation and decentralisation which, combined, undermine the international standards, the preservation and promotion of trade union freedom and the basic respect for the human being as a person. Non-development is our concern in North and South, East and West. We have to develop, without delay, synergies in dialogue; we have to stake on the overall strengthening of the trade union movement and not on the preservation of some prerogatives or hegemonies. We hope that this message is unambiguous.

The future of the trade union movement lies in imagination and creativeness. No bureaucratic mimicry, no compromises: the renovation and reinforcement of the international trade union movement of education staff is an urgent necessity. We have to be the driving force behind progress, without getting enticed into corporatism but assuming all the problems of all women and men, of all children who have placed their hopes in us. Can we answer this multitude of anxious questions put to us? What are our priorities? Alone, no! Together, yes!

The results of your Congress proceedings are of paramount interest to us. Together we will continue along the line of structural co-operation. We have to take concrete measures to make sure that no one feels threatened by marginalisation or exclusion and that pluralism and democratic representations are guaranteed. It is now a matter of affirming the historic need to reinforce and reform our international trade unions. Without preconceived schemes: everybody expects a lot of us; let's work together to answer the questions of those who have placed their trust in us.

I thank you for your attention.

Hans Engelberts
General Secretary
Public Services International

It is with great pleasure that I bring you warm greetings of solidarity from Public Services International and its 438 unions representing 20 million workers in 126 countries.

Your progress report quite correctly states that your struggle is our struggle. And what a struggle we face!

Some people speak of the social crisis of the 90's Fred already mentioned some of the dimensions of the crisis and the resulting human misery, with which our members have to deal:

- billion people living in conditions of extreme poverty - that is one fifth of the world's population;
- countless millions unemployed and underemployed in the developing world, plus 35 million in the industrialised countries;
- an estimated child workforce of between 100 and 200 million, often subjected to the most inhuman forms of exploitation;
- some 33 million people held in servitude under different forms of forced labour;
- a growing migrant population of more than 100 million, about two in three of them so-called "*economic migrants*" who have left their countries in search of work; and
- gross discrimination against women and ethnic groups.

These are only the most visible elements of a crisis which affects many more working people. The problem is that a volatile, fiercely competitive global economy randomly destroys firms, jobs, industries, nations, communities and lives, in the interest of the elites of

this world. Social stability is being sacrificed to the great god of competitiveness.

The "manufactured consensus view" tells us that globalisation is inevitable, that the disruption this causes is merely the "creative destruction" that is the secret of capitalism's dynamism, that we must "buckle down" to meet this competitive challenge whatever the cost, since there is no alternative. We must therefore be prepared to cut wages, social services, education, infrastructure investment and welfare to whatever level is compatible with our ability to compete in this brave new world.

The ability of transnational corporations to relocate their facilities around the world, in effect, makes all workers, communities and countries, competitors for these corporations' favour. The consequence is a "race to the bottom" in which wages and social and environmental conditions tend to fall to the level of the most desperate.

As each work force, community or country seeks to become more competitive by reducing its wages and its social and environmental overheads, the result is a general downward spiral in incomes, social services and material infrastructures. Lower wages and reduced public spending means less buying power, leading to stagnation, recession and further unemployment. This dynamic is aggravated by the accumulation of debt: national economies in poor countries have become geared to debt repayment at the expense of consumption, investment and development.

As a result of globalisation, the gap between rich and poor is increasing both within and between countries around the world. Tens of billions of dollars a year flow from poor to rich regions of the world, in the form of debt repayment and capital flight.

National governments have lost much of their power to direct their own economies. The ability of countries to apply techniques in pursuit of development, full employment or other national economic goals has been undermined by the power of capital to

pick up and leave. Governmental economic power has been further weakened throughout the world by neo-liberal political movements that have dismantled public institutions for regulating national economies. Globalisation has reduced the power of individuals and communities to shape their destinies.

Transnational companies have become the world's most powerful economic actors, yet there are no international equivalents to national anti-trust, consumer protection and other laws that provide a degree of corporate accountability. It is clear, for example, that investment by multinational companies has now become a greater economic force than world trade between nations. Between 1983 and 1990 foreign investment grew three times faster than world trade and four times faster than world output.

Behind the headlines that speak of inter-regional trade rivalries and free market competition, there is more actual co-operation, more planning of the global economy and more interlinking between interests than ever before in the human history. But this co-operation does not take place in the public arena. It is not subject to democratic oversight. It takes place in the private and secretive boardrooms of the multinational companies.

The loss of national economic control has been accompanied by a growing concentration of unaccountable power in the Bretton Woods institutions. They are no longer just "agents of international capital", but they are increasingly seen as institutions guaranteeing some kind of global order. They became the centrepiece of a new global financial regime (in co-operation with the Paris Club and the "Group of Seven"), which, not only infringed upon the sovereignty of the dependent debtor nations, but is also not dependent on consent from each creditor nation on each decision. The international financial system has become an element of a global state, setting its own rules through their Board of Governors, with the Group of Seven -Meetings as some kind of government- like council, and the apparatus of the World Bank and OECD as a think tank and public relations department.

We all know about Structural Adjustment Programmes being imposed on developing countries and on Central and Eastern Europe, but in December 1991 a structural adjustment programme was also imposed on Western Europe when the Treaty on Economic and Monetary Union was agreed upon.

The political consequences of slow and uneven growth are becoming increasingly apparent. Antidemocratic movements of an overtly racist, xenophobic or religious character are growing in many countries. In addition, available statistics on, for example, crime, drug abuse and epidemics like AIDS also indicate a trend of social disintegration in many countries. Environmental damage is continuing at an alarming pace despite the successful conclusion of treaties on climate change and biodiversity.

The democratic opening created by the fall of so-called communism is threatened by the failure of democratic parties whether of the right or left to find credible solutions to the problems of social exclusion. It is bad enough that the dilemmas and crises facing education, health and social services got even more desperate.

Yet agonising will not get us as far as organising and organising we must. Education and Public sector unions, have to use the ideas which you are discussing during this congress, not just to repair the damage but to work with community groups to achieve the kind of social state that we need.

All UN bodies, the G7 Summit, the OECD, the European Council, are now giving a higher political priority to the fight against poverty and unemployment. However, declarations of concern have not been matched by action and the lack of leadership from the Group of Seven major industrialised countries is alarming.

That is why it is more important than ever, to work together at a global level in international solidarity to fight the policy grid-lock, the manufactured consensus, the unaccountable powers, to bring to account the international financial institutions and the

multinational companies, to mount a concerted international offensive to promote and restore fundamental ideas of collective social action.

The commitments made at the World Summit in Copenhagen, if they are fully implemented, would amount to significant steps forward for social development. But that is the problem, these steps will not be taken unless trade unions are part of a successful effort to force governments to match their fine words and commitments with effective action.

We must keep the pressure on!

Thank you and a very successful congress.

Mr Coen Damen
ILO Director General's Representative

Madam President,
Ladies,
Gentlemen,
Friends and Colleagues,

I am honoured to be representing the International Labour Organization here today and to convey to you the best wishes of the Director General of the International Labour Office, Mr Michel Hansenne, for the success of your Congress. To them, let me also add mine, those of Mr Ratteree of the Salaried Employees and Professional Workers Branch, our colleagues in the Office and the Harare multidisciplinary team.

Bob Harris, the Education International delegate to last and this year's International Labour Conferences, told the Conference about the anger felt by the education staff affiliated to your organization; he castigated the vast divide between governments and employers' rhetoric about the importance of education for the future of our economy and our societies, and the reality of cuts in education budgets. He also condemned the IMF and OECD's calls for a radical rolling-back of the State, leaving the provision of basic services and investments to the market.

We at the ILO might prefer the expression "deep concern" to "anger" - but it is a concern we share. The industrial countries are still in the grip of high unemployment, while most developing countries are suffering from rising unemployment, under-employment and poverty.

Let me draw a parallel between Mr Harris' "vast divide" and the ILO's situation after the last International Labour Conference. There were two highlights to the Conference, which finished at the end of June. The employment debate was an opportunity to spell out the ILO's future guidelines following last year's anniversary Conference and the Copenhagen Social Summit. Then there was

the debate and vote on the budget for the 1996-1997 biennium and the financial problems facing the Organization.

Conference thought the major economic and social upheavals in progress could best be addressed by refocusing the Organization's activities around a core project - the preservation of employment and the dignity of labour. The ILO feels that employment creation must be central to any policy which aims to combat poverty and social exclusion. We are not talking just about an individual right, but also a collective duty. As you know, the ILO published a special report on World Employment ahead of the Summit. Indeed, the Summit itself tasked the ILO with a major role in promoting employment - a core task given the unprecedented rise in unemployment and poor quality jobs which will inevitably turn us, if nothing is done, into segregated and divided societies. For that, employment policy must be given the same status as financial and budgetary policies, if not made central to economic policy so as not to encourage socially-divisive growth. Free trade is not an end in itself but the handmaiden of human welfare.

In a globalizing economy, every nation must develop procedures and reforms based on microeconomic and microsocial, sectoral and local mechanisms to ensure employment growth within a constraining macroeconomic framework. Internationally, we must improve our management of the financial and budgetary constraints which, individually, influence national policies. The ILO must step up the pressure on international economic and monetary policy-makers - notably the International Monetary Fund and World Bank - not to lose sight of the social consequences of their recommendations.

But this gamble on employment will not succeed without an effective tripartite system. Involvement by all the social partners is certainly the most likely way of achieving realistic, locally-relevant outcomes. Most solutions for employment involve delicate compromises and make calls on practical solidarity, such as, for example, through work sharing, wage costs and the development of the informal sector, with all the attendant social security

problems. Committed support from representative social advocacy groups is an essential precondition of success, while building democratic institutions is the key to any progress. In economies which require continual adjustment the State cannot stand idly by, but must initiate active labour market policies. And the State along with the social partners has a clear responsibility as regards training.

The ILO's active partnership policy, launched some years ago, aims to buttress this idea of an effective tripartite system by getting together with the three groups representatives in a given country and laying down common objectives which address their needs and priorities and are in line with the ILO's own purpose and philosophy. The most concrete expression of the active partnership policy has been the setting-up of multidisciplinary teams in the different regions. Fourteen teams are now in place, aiming to provide prompt, effective local services by putting the ILO's technical expertise within arm's reach of the local representatives. I would like to stress here that all these teams include experienced activists drawn from the trade union movement to strengthen the links with workers' organizations and ensure that all the Organization's services are available to them. I have lists of these teams for your use.

What is the link between employment and labour standards?

Clearly, it is not just jobs which are needed, but quality jobs. Jobs which are sufficiently well-paid to give all workers and their families a decent life; jobs with a minimum measure of social protection. This will be the backdrop to the Organization's lobbying for regulations based on fundamental rights in accordance with its main aim of promoting international labour standards for social justice. The ILO believes that labour standards are neither an obstacle to change nor an impediment to economic growth and employment creation.

The World Summit for Social Development underlined the importance of ILO labour standards in prescribing that the Heads

of State and of Government "will endeavour to secure quality jobs and uphold the basic rights and interests of workers and, to that end, promote the relevant ILO Conventions, in particular those dealing with the prohibition of forced labour and child labour, freedom of association, the right to organize and bargain collectively, and the principle of non-discrimination." In the considered opinion of the Committee on the Application of the Conventions and Recommendations of the International Labour Conference, the protection of workers is the first purpose of international labour law. Law-making must not lose its importance as a way of promoting free, just and balanced development, and a source of inspiration for social policies. To that end, the Director General has written to all Ministers of Labour urging them to ratify the seven fundamental ILO Conventions. The debate on standards and the labour clause will again be a main agenda item at this November's session of the Governing Body.

Madam President, on the question of standards, it would be remiss of me to gloss over in silence the Report of the sixth session of the Joint ILO-UNESCO Committee of Experts on the Application of the Recommendation concerning the Status of Teachers. The aspects considered by the committee which are the direct purview of the ILO related to participation, consultation and collective bargaining in education, stress and burn out of teaching staff and equal opportunities for men and women in the teaching profession. Referring to a series of case studies carried out by the ILO, the Committee stressed the notable lack of government consultation of teachers, especially on the extent and application of education cuts. The higher up the decision-making ladder one goes (national, regional), the less directly are teachers and their organizations involved. Notwithstanding that many countries recognize the right to bargain collectively, no practical machinery of negotiations seems to have been put in place. This lack of consultation has come about in a climate where restructuring often leads to increased pupil/teacher ratios; fewer teaching and learning resources in the classroom; longer working hours; redundancies and/or loss of job security for teachers; forced external supervision and assessment; and significant cuts in real wages. This has been

largely accompanied by declining effectiveness among teaching unions for various reasons, multi-level pay bargaining, and in some cases, serious restrictions of the right to strike. That brings me back to the vast divide referred to by Bob Harris at the International Labour Conference. These are not just the findings of the Joint ILO-UNESCO Committee. The ILO Committee on Freedom of Association is receiving a rising tide of complaints about violations of freedom of association and the right to bargain collectively from national and international teachers' organizations. And this is not just countries like Colombia, El Salvador or Korea, but countries like Bulgaria and Turkey, and even industrial countries like Canada and Norway. Added to this flouting of labour standards by governments, the employers launched a full-scale attack on the Joint Committee report in the Committee on Application of Standards meeting at the recent International Labour Conference, claiming that the special nature of teachers' work is the only reason for having a specific instrument with its own control machinery, because that aside, they are workers like any other; that conditions of service issues like employment and pay legislation must be looked at in terms of what is best for education; and that to give teachers' material conditions priority over these concerns would be to jeopardize our children's future.

And they went on to say that teachers' special role in the transfer of knowledge and education made it hard to see why the ILO Governing Body's Committee on Freedom of Association had not considered teaching to be an essential service for which the right to strike should be restricted, since the interruption of educational services would have more far-reaching consequences for the future than any other public service, in endangering future generations. The employers' spokesman even claimed that such a strike was an extreme example of hostage-taking; it puts severe pressure on the employer, who is the real opponent in such a strike, while the pupils - who are strictly not protagonists - suffer the consequences. They concluded that the ILO supervisory bodies should lose no time revising their interpretation of the matter.

Madam President, the last aspect of labour standards which I should like to touch on very briefly relates to the draft UNESCO recommendation on the status of teachers in higher education. We appreciate your concern that the ILO failed to sufficiently influence its jurisdictional provisions, particularly those relating to international labour standards and the absence of any mechanism of control for supervising the new instrument. Let me assure you that the Governing Body has decided that the Office will continue its consultations with UNESCO on this draft recommendation and the means for supervising it. Furthermore, the Governing Body itself will decide at its November session on what line to take on the basis of a document which the Office will submit to it along with the text of the draft recommendation.

Let me now return to the "vast divide" with a word about the second highlight of the last Conference. Will the ILO have the means to pursue its ends? The Conference adopted the work programme and budget proposals for 1996-1997 by an overwhelming majority, but not, alas, unanimously. So we must brace ourselves for considerable financial difficulties from this year on and during the next biennium. The Governing Body - the Organization's tripartite authority - has already taken fundamental decisions on the programme of meetings scheduled up to year-end in order to make substantial savings. Sadly, one of the meetings that the Governing Body has decided to postpone is that of the Standing Technical Committee for Educational Personnel which was to deal in particular with "the impact of structural adjustment policies on the employment and training of teachers". Other adjustments for the next two years will be made in November. Postponements and reductions in the number of sectoral meetings set up to examine the living and working conditions of workers in different sectors of the world economy represent a serious blow to the aims of the Organization and seriously jeopardize one of its fundamental activities, namely the organization of the Social Dialogue, which is a pillar of the tripartite system. There is now very definitely doubt as to whether the ILO will be able to keep the essence of its policy activities intact to remain both relevant and effective.

Madam President, both Education International and the International Labour Organization are weathering a crisis in which together we must seek out the means of closing the gaps. The ILO is the only tripartite organization in the United Nations system in which workers and their organizations have a constitutional place with a guaranteed right to initiate, take decisions and vote.

Many would like to see you stripped of these prerogatives which you have as an organized workers' force in the ILO, by transferring to other organizations the key elements of your Organization's purposes and giving a little more elbow room to what is known as "civil society" which we are exhorted to consult more often at both national and international levels. This may be a wider fallback solution, but will never be more than that. The ILO counts on your support as you can count on its. Only by joining forces can we hope to keep up that global campaign for social justice which the workers' movement - including educational personnel and the ILO - have so long been waging together.

I wish you a most productive Congress!

Dr Pai Obanya
Director, UNESCO-Dakar

Madam Chair,
Fellow Educators,
Brothers and Sisters,

I bring to you the best wishes and friendly greetings of UNESCO, especially of the Director-General Mr Federico Mayor. You will recall that the Director-General was personally present at the historic merger Congress of World Confederation of Organisations of the Teaching Profession (WCOTP) and International Federation of Free Teachers' Unions (IFFTU) in Stockholm in January 1993. UNESCO has since then signed a memorandum of cooperation with EI. We have since the Stockholm Congress followed the evolution of EI with very keen interest as we regard EI not just as another NGO but as a major partner in the development of UNESCO's programmes, especially in the field of EDUCATION.

I was particularly glad to hear the General Secretary affirm to delegates that UNESCO is a remains the UN specialised agency with a mandate for the promotion of Education. While UNESCO enjoys the goodwill and cooperation of other agencies of the UN family in promoting Education, the Organisation is and remains the specialised agency whose number one area of competence is EDUCATION. I am happy that all doubts on the issue were erased in the course of the current congress.

Madam Chair,
Ladies and Gentlemen,

UNESCO is particularly happy at the choice of theme of this congress: EDUCATORS UNITED: READY FOR CHANGE. We are really thinking alike, as we in UNESCO are poised for change, in response to the possible exigencies of the 21st century. Our draft MEDIUM-TERM STRATEGY: 1996-2002 and our draft programme and budget (currently in circulation among our

partners) are built on a critical analysis of the evolution of the world since the creation of the UN in 1945 and a close study of emerging trends and the extent to which these will influence humankind in the 21st century.

As part of this preparation for change, the Director-General established three years ago a Comm ission on Education for the 21st century. Our gratitude goes to EI for its valuable contributions to the work of the Commission.

At the 28th general conference of UNESCO later this year, we will be presenting appropriate proposals for our sharpened priorities and modalities of action. We count on the support of EI and all our partners in refining this draft programme of action.

Madam chair,
Ladies and Gentleman,

You all know the extent to which we hold the same views on the promotion of EDUCATION. In UNESCO our first major programme area is EDUCATION, and we are emphasizing the promotion of **life-long education for all**. Within this context, we are further stressing **basic education for all**. In the context of which we are insisting that government address issues of **access, equity and quality**.

We are also stressing the enrichment, the diversification of secondary level education. In area of higher education, UNESCO has recently published a policy paper which seeks to draw attention to the inadequacies of contemporary policies, practices, and programmes and which outlines ways in which higher education can be enriched and diversified and made to serve the cause of development.

Turning more specifically to the area of **teachers and teaching**, I would like to emphasize that UNESCO holds the firm position that **teachers do make a difference** and in fact that **well motivated and well rewarded teachers do make a world of difference** in

matters of Education. This is one reason UNESCO will continue to push for universal respect for and application of the Joint ILO/UNESCO Recommendation concerning the Status of Teachers. It is also for this reason that we are currently engaged in regional consultations for the development of a policy paper on **teachers and the teaching function**.

In response to a recommendation from EI, the 45th session of the International Conference on Education will be focussing on **teachers**. In this connection, a series of regional consultations will be organised in 1996, to ensure that the International Conference in Geneva later that year takes full account of regional sensitivities and specific regional concerns. I would urge EI to mobilise its regional structures fully for active participation in these consultations.

Madam Chair,
Ladies and Gentlemen,

I had the priviledge of sitting through the deliberations on the Status of Women **which preceded the current congress. I also had the good fortune of reading through the EI studies on discrimination and violences against women**, which served as working documents for that meeting. In this connection, I must again say that UNESCO is happy to be on the same wavelengths as EI. UNESCO has recognised **women** as a priority area of action and the promotion of women has become an integral (and a very important) part of our actions in all our areas of competence: **education, science, culture and communication**.

The Director-General has a special advisory group on Women Issues and UNESCO is fully prepared to press these issues at the forthcoming Beijing conference. I am glad to note that EI, with its grassroots perception of the true nature of women problems (which are indeed **human** problems) will be present in Beijing in full force to help in sensitizing the world to these problems and to draw up programmes for more concerted and genuine promotion of women than the word has ever done.

Ladies and Gentlemen,

The World has now known a good number of world conferences on the major issues and problems of our time. Everywhere people refer to the Rio summit on the Environment, the Copenhagen Summit on Social Development, the Cairo Population conference, and the Beijing conference.

These are very important summits. UNESCO has in fact contributed to their organisation and has taken every step to integrate their recommendations into its programmed activities. We would however urge the world not to forget the first of all these summits of the 1990s - the Jomtien conference on Education for All (EFA). This year UNESCO, UNICEF, UNDP, the World Bank and all partners of Jomtien will be conducting a mid-decade review of EFA. I would like to urge you all to join us in drawing international attention once again on the goals of Jomtien and to help in determining what the governments of the world have left undone (which ought to have been done) and where they have done what they ought not to have done. We need to alert the world again to the conclusions of Jomtien, and especially to the commitment of governments to treat Education as the priority of all priorities.

In other words, UNESCO's ambition has always been to ensure that the World puts EDUCATION on top of its development agenda. EI is a very important ally in pushing for this to be done. I call on you to continue the struggle, as I thank you for inviting UNESCO to this historic congress, as I congratulate you on the achievements of EI since Stockholm, and as I wish you every success both here in Harare and in facing the challenges that lie ahead.

I thank you all.

Ms Ruth Limerick
Recipient of the Education International Education Award

Chairperson,
President Mary Hatwood Futrell,
Members of the Executive,
Distinguished Guests,
Colleagues, Friends,

A very good afternoon to you all.

I wish to extend sincere congratulations to our illustrious President Mary Hatwood Futrell on her re-election to office. Also to the New Executive may your term of office be fruitful and rewarding.

President Eisenhower once said: "If you cannot put your thoughts on one page, then know that you are waffling. Brevity, not length is the watchword." I will not waffle, I will be brief.

It is a signal honour for me to be invited to this first Congress as the recipient of the Education Award, and to address you on my contribution to Education in my country. Thanks to EI for making it possible for me to be here in Harare for this occasion.

It is with deep humility that I do so. This Award is so highly regarded, that the Hon. Minister of Education - Dr. Rodney Williams - has travelled thousands of miles to witness the ceremony, give moral support and learn more about this world-wide Organization - Education International.

In addition, my Government has shown its appreciation by financing my husband's travel for this auspicious occasion.

The fact that Education International - a teachers' organization - has chosen to honour a teacher for her outstanding contribution to Education demonstrates the professional growth, the respect and appreciation for other colleagues around the world.

It is my belief that such an Award will stimulate and encourage teachers to reach for the stars in their endeavour to provide quality education.

As educators, we have the opportunity to effect positive changes in our students and the community. It is our fiduciary responsibility.

I am pleased to report that my teacher - Miss Violet Wilson - made a positive impact on my life. She demonstrated those sterling qualities that I endeavoured to emulate throughout my teaching career which started July 1, 1954.

It was nether financial gain nor prestige that prompted me to join the teaching profession; for in those days teachers were the lowest paid workers - a meagre twenty four dollars or eight dollars U.S. per month was all the remuneration one received.

I witnessed the plights of many students and vowed that I would attempt to improve their conditions - academically, morally, socially and spiritually.

The students who were entrusted to my care were below average and showed signs of illiteracy. To combat this was no easy task. My lunch break and recess periods were spent in rectifying these problems.

I arranged extra classes - free of cost - at the end of each day. It was an uphill climb; a battle I hoped to win. Many pupils were shy to attend these classes; but with tactics and encouragement, with incentives and motivation, they later joined. Since I taught all areas of the curriculum, reading and writing were included in all the subject areas.

Some had reading disability ranging from 1 - 2 years below their chronological age. I visited homes, arranged meetings with

parents. Some were reluctant; some willingly agreed to extra lessons. Those who were ashamed or too shy were encouraged to learn to play the piano free of cost; then the reading and writing exercises were introduced. School became more interesting; reading improved; absenteeism decreased and parents expressed gratitude for the change in their children. Added to the foregoing, these boys and girls were loved and taught how to love, respect and obey. Their self esteem improved and they achieved. Patience, self determination and the desire to reach their goal gave them the drive.

They learnt their lesson, and learnt it well.

In the Secondary School I taught classes for approximately ten years. Here the problems were similar; added to those were dropout, absenteeism and teenage pregnancy. I worked feverishly to solve the problem of dropout by showing them the importance of an education; encouraged them to return to school and provided them with textbooks, uniforms and snack.

Many heeded the advice and completed their education .

Pregnant teenage girls were advised to wear the appropriate clothing, attend classes and write their final exams. In this way they were able to graduate with a diploma.

Two years ago one such student wrote seven subjects at the CXC exams and was successful. Two months later she joined the teaching profession. In two months she will pursue teacher training at the Antigua State College.

Pupils who reached the highest form - Grade 12 - and did not perform well, I gave them a second chance to improve their academic standing. They made good use of this opportunity. Last year at Graduation, several students and their parents "wept openly" as they expressed thanks for a "second chance". I have the satisfaction of knowing that they have found their niche in the world of work.

As Principal of a Secondary School I have assisted parents, students and teachers in innumerable ways. I have the pleasure and the joy of achievement when they succeeded.

Educators, we can make a difference in the lives of our students and our community. My involvement in the Antigua and Barbuda Union of Teachers, both at the Executive level and as President,provided me with the opportunity to organise classes in professional development for teachers and others in the Community. Workshops in Orientation for untrained teachers was another aspect of my contribution.

Recently I was appointed a member of the Board of Education and the Local Caribbean Examination Council. Here I can use my experience and expertise to bring about further changes in the curriculum and in education.

Colleagues, we can make a difference; we are an integral part of this global village; with a global mission that transcends religion, race, politics, culture, gender and geographical boundaries.

Who can tell the worth of a child? It cannot be measured in dollars and cents.

The road was rough, the going was tough, and the hills were hard to climb, but my students and I survived. Give your students the opportunity to achieve an all round education; this is a lasting investment.

As educators, let us approach the 21st Century with confidence, with enthusiasm, with a vision for all our students and our community - a vision that will include equity, equality, and access - all vital in our plan of education - no gender bias, no discrimination, no short changing.

May Education International and its affiliates continue the road to success; with unrelenting support, may its difficulties be surmounted.

Let us unite; let us get ready; let us be prepared for the 21st Century.

God Bless you all. I thank You.

Ms Khalida Messaoudi
Recipient of the Education International Human Rights Award

Madame President,
Dear Friends, Dear Colleagues,

I was very moved and touched when friends from the FEN told me that they had nominated me for the first Education International Human Rights award. I am extremely grateful because, to my mind, receiving this award means that I am still considered a teacher, although I can no longer teach in my country because the party of death and obscurantism has so decided.

Receiving this award also means appreciation and solidarity with the struggle I wage alongside thousands of other women and men in my country for the triumph of the values of freedom, justice and equality in the framework of a democratic and republican Algeria.

But after my sincere feelings of gratitude, after the emotion, in a debate with myself, I asked myself whether I was the one who most deserved to receive this award. Here, and I am counting on your understanding.

I could not help thinking of Rabah Guenzet, a philosophy teacher killed by a group of FIS (Islamic Salvation Front) militants as he arrived at his home in a working class neighbourhood.

I could not help thinking of Professor Stambouli, sociologist and expert in Islam, killed by an FIS gang in downtown Tizi-Ouzou.

I could not help thinking of Salah Chouaki, an academic inspector gunned down in his car in front of his horrified daughter.

I could not help thinking of Ahmed Asselah, murdered with his son in the Fine Arts school of Algiers that he directed.

I could not help thinking of the architecture teacher killed as she was leaving her home.

I could not help thinking of another teacher shot in her own office at the Institute of Agronomy of Algiers.

And how can one forget the young teacher in Jijel who was murdered by the FIS in his classroom as his young pupils watched in terror, with nothing to defend himself but a piece of chalk.

How could we forget Katia Bengan, a 17 year old high school student killed as she left school for refusing to wear the veil of terror.

Could I ever forget Khadidja and her sister, two students who were raped, mutilated and then decapitated for refusing a "marriage of joy".

How could I forget the schoolgirl of 15 that an armed FIS gang chose at random in a school it had invaded and slit her throat on the doorstep. Her murder was to serve as an example to all boys and girls who continued to ignore that going to school was forbidden by the Armed Islamic Group for all Algerians in August 1994.

Imagine the sorrow that I feel as a teacher in view of the 850 schools and universities the FIS has set fire to.

Imagine the sorrow and the revolt that I as an Algerian feel in view of the thousands of men and women who have paid with their lives their refusal to give into the forces of "Green fascism" and terror.

You have certainly guessed that most of the thousands of civilians killed by FIS militants are of modest origin. The three hundred trade union representatives killed in 1994 are not the ones who hold the reins of power in Algeria. Nor did the four hundred women assassinated, some of whom were raped before they were killed, exercise power in the past or the present. Who is penalized when

schools, colleges and universities are burned? The boys and girls who will never be able to study abroad. However, the children of regime's elite enroll in famous Western universities; their parents can afford it.

The violence, the crisis that my country is living through has its origins, its mechanisms and its expression. Algerians all agree today that the current disaster is due to the disinterest shown by our officials since independence for entire sectors of social life. Education, the media, the mosque, demography, youth, women, did not constitute a direct threat to those in power, so for thirty years they were turned over to the budding theocracy or the FLN's populist improvisation. The average age of those who massacre civilians, rape girls and burn down the halls of learning and culture is not more than 25. They are the product of the Algerian educational system. This goes to show how crucial are education and the content of its teaching. Schools can train a free citizen as they can turn out fascist monsters.

Unfortunately, often the forces of totalitarism, fundamentalism, obscurantism are the ones which best realize the importance of education, of the values and the messages it communicates. Otherwise, how can one explain the ferocity of the FIS armed forces in controlling this institution at best, or destroying it at worst? They, at least, have understood what the great poet Al Moutanabi meant: "One who thinks and reflects is always unsatisfied, even in paradise, and the ignorant are always happy, even in filth".

After all, the explanation is found in the social project the FIS intends to impose: a theocratic dictatorship which has no need of free and solidary citizens but an army of ignorant men and women who can be manipulated and influenced at will.

But they have not understood one fundamental thing, we Algerians are the descendants of Jugurtha, the Berber king who, already under the Roman empire, claimed "Africa for the Africans". It is not easy to tame women and men whose soul has been formed by the

proverb which is so much a part of our life at home: "Better break than bend". So we resist and we will continue to resist and Democracy, Freedom and the Republic will triumph in my country.

So allow me to share this award with all the free and worthy women and men thanks to whom Algeria is still standing.

Thank you.

RESOLUTION ON TRADE UNION RIGHTS

The Education International First World Congress meeting in Harare (Zimbabwe) from 19 to 23 July 1995:

1. **Recalls that** trade union rights are human rights as stated in the Universal Declaration of Human Rights; their respect is a fundamental condition for democracy;

2. **Recalls further that** ILO Convertions uphold the rights of workers and promote collective bargaining, particularly Conventions 87 concerning Freedom of Association and the Protection of the Right to Organise, Convention 98 concerning the Right to Organise and to Bargain Collectively, Convention 151 on the Conditions of Employment in the Public Service and Convention 154 on the Promotion of Collective Bargaining;

3. **Notes that** the UNESCO-ILO Recommendation Concerning the Status of Teachers clearly delineates the trade union and professional rights of teachers;

4. **Considers that** human rights are universal, inalienable, indivisible and inter-related and must be applied to all without discrimination of race, colour, gender, religion, political opinion or national or social origin.

5. **Notes that** trade unions are committed to the defense of human rights, democratic trade union freedoms and social justice;

6. **Affirms that** the full exercise of all trade union rights is a fundamental right of all workers and a prerequisite for improving the professional status and the welfare of teachers and educational employees;

7. **Deplores** the growing number of infringements on trade union rights, and the failure to provide equal trade union rights for teachers and other public employees.

The Congress determines EI policy on trade union rights as follows:

8. All workers, women as well as men, shall have the right to establish or join a trade union without previous authorisation;

9. Unions shall draw up a constitution and by-laws and elect their representatives in full freedom;

10. Unions shall acquire legal status, have their independence respected, while preserving the right of union members to ensure that their union is functioning democratically;

11. Unions shall have the right to organise their activities and administer their funds in accordance with their rules and without interference;

12. Unions shall formulate their own policies and programmes in all areas that are of concern to their members;

13. Unions shall have the right to collect dues, according to their rules, including by check-off;

14. Unions may establish or join federations or confederations or international organisations in accordance with the constitution and by-laws of the organisations concerned;

15. Elected or appointed representatives of unions must be protected by law against unfair dismissal, arbitrary detention or other negative actions by governments or employers as a result of authorised trade union activity;

16. Union representatives shall be provided with time off work to perform union duties without loss of earnings, benefits or acquired rights; the parameters for such union leave shall be the result of negotiations between the union and the employer;

17. Union representatives shall be provided with access to the workplace to undertake their trade union duties;

18. Unions shall have the right to distribute pamphlets, information, publications and other documents relating to the union in the workplace;

19. Unions shall have the right to call meetings, under terms negotiated with the employer, during working hours in the workplace;

20. Unions shall have the right to bargain collectively on behalf of their members, whether they are employed full-time or part-time. Unions shall have the right to involve in their collective bargaining the interests of those who are unemployed or are unfit for work or retired;

21. Unions shall have the right to establish, through negotiation, grievance and arbitration procedures, which allow the union to represent an individual or group of workers;

22. Unions must have the right to information considered necessary for the purpose of collective bargaining;

23. Unions shall have the right to undertake industrial action, including strike action;

24. Unions shall have the right to participate in decision making on issues which would affect the working lives or well-being of their members, through procedures established by collective bargaining;

25. The Congress states that the above-mentioned trade union rights also go unreservedly for employees in education and their trade unions, no matter what their status is or whether they are working in public or private education.

RESOLUTION ON RACISM, RELIGIOUS INTOLERANCE

The Education International First World Congress meeting in Harare (Zimbabwe) from 19 to 23 July 1995:

1. **Notes** the increase in racial, ethnic and religious intolerance in many regions of the world;

2. **Expresses concern** at the rapidly growing number of refugees, displaced persons and asylum seekers as a result of such intolerance;

3. **Declares its horror** at the brutal discrimination and murderous attacks on national minorities, the genocidal intent of ethnic cleansing and ethnic wars;

4. **Condemns** indiscriminate violence based on racial, ethnic and religious intolerance;

5. **Registers concern** at the electoral successes of extreme parties with racist and anti-semitic tendencies;

6. **Deplores** the rise of fundamentalist religious groups which are intolerant of all other groups who do not share their beliefs;

7. **Deplores equally** the failure of UN member states to provide the UN with the ability to intervene effectively as peace keepers to protect the victims of wide spread attacks;

8. **Condemns** countries which adopt policy based on intolerance and deny the right of asylum to those persecuted as a result of racial, religious or ethnic intolerance.

A. **The Congress**:

9. **Congratulates** the people of South Africa for their success in ending apartheid;

10. **Recognises** the special responsibility of the teaching profession and all workers in education to practice and teach respect and tolerance for cultural, ethnic and religious differences to the children and young people with whom we work.

11. **Stresses** that the fight against all forms of discrimination and intolerance is an integral part of the development of citizenship, a fundamental role of education;

B. **The Congress calls on member organisations to:**

12. **Increase** their efforts to combat all forms of racism, anti-semitism, religious intolerance, chauvinistic nationalism and xenophobia and to ensure that this struggle is an integral part of the education provided to all students;

13. **Demand that** governments and other authorities provide the resources required for this work;

14. **Promote** the creation of conditions within the school for the successful integration of children from ethnic minorities and for the children of migrant workers;

15. **Provide** special language programs for children of ethnic minorities to ensure that they are not discriminated against because of language;

16. **Promote** the right of children of ethnic minorities to learn and use their mother tongue.

C. **The Congress of Education International further recommends that member organisations of EI cooperate**

with other non-governmental organisations, civil organisations and political organisations to:

17. **Promote** and support housing policies that are intended to end ghettoisation of ethnic minorities and migrant workers with their free and unimposed agreement;

18. **Support** the struggle for full civil, political and social rights for migrant workers and ethnic minorities;

19. **Campaign** for ratification and implementation of international declarations, conventions and recommendations and in particular

    The United Nations Declaration on Human Rights;
    The International Covenant on the Elimination of All Forms of Racial Discrimination;
    ILO Convention 143 and Recommendation 151 on Migrant Workers and their Families;
    ILO Convention 111 on Discrimination in Respect of Employment and Occupation;
    ILO Convention 107 on Indigenous and Tribal Populations in Independent countries;
    The Helsinki Declaration;
    The Convention on the Rights of the Child;

20. **Defend** the legal right to political asylum within their country;

21. **Condemn** acts of racism, anti-semitism, religious intolerance and xenophobia within their country and internationally;

22. **Demand that** governments ensure that the rights of those seeking asylum as a result of racism, anti-semitism, religious intolerance or ethnic violence are maintained.

RESOLUTION ON THE RIGHTS OF INDIGENOUS PEOPLES

The Education International First World Congress meeting in Harare (Zimbabwe) from 19 to 23 July 1995:

1. **Recalls** the terms of the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, the International Covenant on Civil and Political Rights and the ILO Convention (No.169) and the many international instruments on the prevention of discrimination;

2. **Notes** that 1995 is the beginning of the decade of Indigenous Peoples;

3. **Recognises**
   a) that the social, cultural and economic conditions of Indigenous Peoples distinguish them from other sections of the national community, and that their status is regulated wholly or partially by their own customs or traditions or by special laws or regulations;
   b) that those who are regarded as Indigenous on account of their descent from the populations which inhabited the country or a geographical region to which the country belong, at the time of conquest or colonisation or the establishment of present state boundaries and who, irrespective of their legal status retain some or all of their own social, economic cultural and political institutions;

4. **Considers** the diversity of cultures, religions, social and economic organisations of the 250 million Indigenous Peoples, living in over 70 countries worldwide and representing 4% of the world's population;

5. **Recognizes** the inherent dignity and the unique contribution of Indigenous Peoples to the development and plurality of society;

6. **Acknowledges** that the distinct cultures and languages of indigenous peoples enrich the cultural heritage of humankind and deserve protection as vehicles of culture and identity;

7. **Recalls that** the constitution of Education International commits EI "to combat all forms of racism and of bias or discrimination in education and society due to gender, marital status, sexual orientation, age, religion, political opinion, social or economic status or national or ethnic origin";

8. **Recalls further that** the World Conference on Human Rights re-affirmed the commitment of the international community to promote the economic, social and cultural well-being of indigenous peoples;

9. **Recognizes** the role that teacher unions and the education system have in ensuring the promotion and preservation of cultural identity for indigenous peoples.

The Congress determines that Education International:

10. **Shall** promote the rights of Indigenous Peoples through participation in the United Nations working group on Indigenous Peoples and where possible shall include indigenous peoples in EI delegations to this working group;

11. **Shall** support the proposal of a permanent Forum of Indigenous peoples in the UN;

12. **Will** promote the collective rights of indigenous peoples to self-determination and recognition of their cultural identity , including the right to learn and to use their own language;

13. **Will** encourage member organisations to promote education for Indigenous Peoples that is developed with their full participation to meet the aspirations and needs of Indigenous Peoples;

14. **Shall** urge UNESCO to promote, within the curricula of the education systems of member states, the use of materials that reflect the history, cultures and contemporary lifestyles of indigenous peoples and that recognise their knowledge, skills values and beliefs;

15. **Shall** encourage member organisations, where appropriate, to establish Indigenous Education Committees, to ensure representation of indigenous teachers and educational workers in their union structures and to include indigenous members within their delegations;

16. **Shall** promote the rights of Indigenous Peoples provided for in international human rights instruments.

POLICY DECLARATION ON WOMEN IN EDUCATION AND TEACHERS' ORGANIZATIONS

The Education International First World Congress meeting in Harare (Zimbabwe) from 19 to 23 July 1995 **declares:**

Basic principle

All human beings are born free and equal in dignity and rights and should enjoy equality of opportunity in law and practice. Education should be a major means of achieving this goal.

1. **Education International**, an international organisation of teachers and educational employees, aims to promote human rights, peace, democracy, social justice and equality for all peoples and all nations.

2. There can be no doubt that equal opportunity for men and women will depend largely on education and more particularly on educational counselling and programmes designed to rectify existing imbalances. **EI** pledges to support such measures, in theory and in practice.

3. The education system, organisations of teachers and educational employees and **EI** itself must be motivated by the principles of equality embodied in **EI** policy pertaining to the organisation, employment and vocational training of women.

4. In order to promote the welfare and education of women and place them on an equal footing with men, **EI** calls upon all governments to open up greater opportunities for the advancement of women.

5. **Considering** that education, no matter what form it takes,

is still contributing too often today to the perpetuation of cultural stereotypes and sexist behaviour, thereby aggravating the existing inequality between men and women, **EI** calls attention to the urgent need for action on the part of organisations of teachers and educational employees in the following three fields; **A. Within the Education System, B. Within Organisations of Teachers and Educational Employees, C. In Society as a Whole.**

A. WITHIN THE EDUCATION SYSTEM

It is essential:

6. To encourage children and students to view each other as equals by combatting prejudices and the idea that one sex is intrinsically superior to the other;

7. To promote integration of the sexes in schools, while allowing for separate classrooms and programmes where they are educationally more effective;

8. To guarantee equal access for girls and boys to education at all levels, from pre-school to tertiary programmes;

9. To eliminate all causes of high absenteeism and dropout rates among girls and to provide programmes to assist teenage girls who are pregnant to continue their studies;

10. To strengthen literacy programmes for girls and women;

11. To ensure that school programmes prepare all students for responsibilities of parenting and for life within the extended family, for working life and for assuming the responsibilities of citizenship;

12. To eliminate, from school textbooks, teaching materials and teaching practices, all sexist stereotypes and outdated

ideas implying a division of labour and separate roles for men and women;

13. To address strongly the issue of sexist stereotyping in the media;

14. To prepare every child/student to embark on life as an independent, responsible and self-reliant individual imbued with a spirit of solidarity;

15. That teachers and future teachers through initial and in-service training, be made aware of the problems caused by the continual unequal treatment of men and women in particular they should be encouraged to engage students in a critical analysis of the cultural and religious roots of sexism and sex discrimination, and its impact upon males and females;

16. That member organisations insist:

    a. that teacher training programmes encourage women to be particularly active in areas traditionally reserved for men and to have men working in areas traditionally reserved for women and that school curricula no longer be classified as "masculine" or "feminine";

    b. that career counselling should encourage both male and female students to pursue education and career goals based on their interests and aptitudes rather than gender;

    c. that adults of both sexes pursuing non-traditional careers be encouraged to mentor students and participate in career-awareness activities;

17. To improve chances of promotion of women working in education, by providing access to continuous training

programmes permitting them to upgrade their skills and qualifications;

18. That member organisations work for the establishment of recruitment and employment panels which have equal representation of men and women at all levels;

19. That member organisations include women on their negotiating teams;

20. That member organisations negotiate for improvements in practices which affect the recruitment and career development of women teachers thereby encouraging achievement of positions of responsibility in increasing numbers;

21. That member organisations negotiate career counselling provisions, equal pay for work of equal value, maternity and paternity leave, child care options, " job sharing provisions" and the possibility of part- time work that would not discriminate against women's careers;

22. That member organisations assist women to apply for promotion in the education system, and equip themselves with adequate structures and means including for example equal opportunity advisers to ensure equal rights for girls and boys, men and women in schools.

B. WITHIN TEACHERS' AND EDUCATIONAL EMPLOYEES' ORGANISATIONS

23. EI should encourage member organisations to become active in promoting change and work to correct the recognised imbalance of opportunities which exists for men and women by promoting the personal and professional development of women and equality between the sexes. This should be done by:

a. Encouraging member organisations in their respective communities to promote equal rights for men and women in all professions and vocations of the education sector;

b. Taking the initiative in proposing legislation designed to guarantee such rights;

c. Taking action to eliminate stereotypes which prevent men and women from developing their full potential, and by providing support for teachers engaged in eliminating stereotypes;

d. Instituting concrete measures for the advancement of women in education through:

- training programmes for leadership and administration
- programmes for women in rural areas
- promotion of access by women to positions of responsibility at all levels of member organisations and of **EI**
- regular review and evaluation of all programmes to determine whether or not they meet specific objectives;

e. Identifying obstacles which stand in the way of equal opportunity in particular those relating to:

- the structure and rules of the organisation
- traditional and cultural practices
- personal fulfilment
- employment conditions

f. Developing positive action strategies to:

- appoint more women to posts of responsibility, not

only to those having to do with women's questions

- organise women's groups and communications networks in order to encourage the participation of women at all levels of the organisations
- produce and disseminate documents containing information on the development of the role of women
- organize at regular intervals meetings and workshops on the activities of trade union organisations and the qualifications necessary in order to accede to senior positions in organisations
- develop forms and types of meetings which encourage participation by members
- set up systems of child care which make it possible for women to participate fully in professional and trade union life;

24. EI should:

a. Strongly encourage its member organisations to implement fully the terms of this resolution;

b. Encourage all teachers' and education employees' organisations to make sure that their statutes include precise provisions concerning the elimination of all obstacles to equality of treatment and which establish the full participation of women at all organisational levels and in all decision-making processes;

c. Recognise the rights and status of indigenous women;

d. Encourage its member organisations to increase opportunities for women members to apply for promotion within their organisations; insist that when applicants have equal qualifications women

are promoted until they are proportionately represented in positions in the organisation;

e. Encourage its member organisations to promote measures with regard to training which facilitate the participation of women in elections at all levels of each organisation.

C. IN SOCIETY AS A WHOLE

Organisations of teachers and educational employees should:

25. **Demand** that all human beings be accorded identical rights and conditions for participation in social, political and professional life;

26. **Work** to guarantee equality of rights and opportunities for girls and women in all areas of society;

27. **Recognise** the rights and status of indigenous women, of women in rural areas and marginal urban sectors, disabled women, immigrant women, "women of colour" and women belonging to disadvantaged ethnic groups;

28. **Take action** to eliminate social practices and economic factors which introduce or reinforce discrimination based on gender;

29. **Demand** that all students have access to sex education and health information at all appropriate levels;

30. **Demand** that women be accorded the right and opportunity to plan their families, to carry a child male or female to full term, that the right of contraception be guaranteed, and that voluntary interruption of pregnancy be de-criminalised;

31. **Demand** that, in case of maternity, women's rights be protected, in particular the rights of access to and maintenance of employment and that they maintain their salary or receive adequate compensation for loss of income during prenatal and postnatal maternity leaves;

32. **Promote** programmes and campaigns to encourage behaviour within families conducive to the sharing of family responsibilities;

33. **Contribute** to the elimination of the often degrading image of girls and women presented in the mass media, in particular in advertising;

34. **Combat**, through education and information campaigns, violence and sexual harassment of which girls and women are the victims;

35. **Demand** that men and boys recognise their responsibility to treat women and girls as their equals;

36. **Demand** the adoption of special measures, including the provision of adequate resources that may be required in order that women may participate on an equal footing with men in all activities of society.

ROLE OF EDUCATION INTERNATIONAL

37. EI should:

a. **Regularly inform** its affiliated organisations on the action taken at the international level to improve the situation of women and girls;

b. **Ensure** the exchange of information among the member organisations;

c. **Draw up** a report for each ordinary congress on the

progress made in each country and each member organisation, particularly with respect to participation by women in responsibilities and decision-making;

d. **Organise** practical training courses for female officers, particularly to encourage women's participation in the activities of the member organisations;

e. **Adopt** the objective of attaining equitable representation of men and women in all its committees and bodies as well as in all EI delegations;

f. **Encourage** member organisations to avoid the use of sexist language and to use gender inclusive language;

g. **Intervene** to get governments to ratify and apply the international resolutions, recommendations and conventions adopted by the UNO and ILO (particularly the United Nations Convention on the Elimination of All Forms of Discrimination Against Women);

h. **Work** to spread the ideas of equality between men and women through education;

i. **Cooperate** with the UNESCO, ILO and WHO on education and prevention programmes to make women aware of their rights;

j. **Stimulate, promote and support** the efforts made by governments and international institutions relating to equal opportunities for men and women, boys and girls.

RESOLUTION ON VIOLENCE AGAINST WOMEN AND GIRLS

Violence against women and girls must be analysed as a means of pressurising and controlling women, with its roots in the unequal distribution of power between women and men which still exists, and thus forms a major obstacle to the realisation of the effective equality of women and men.

PREAMBLE

1. *..."The term "violence against women" means any act of gender-based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of freedom, whether occurring in public, or in private life.*

2. *Violence against women shall be understood to encompass, but not be limited to, the following:*

   a. *Physical, sexual and psychological violence occurring in the family, including beating, sexual abuse of female children in the household, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, non-spousal violence and violence related to exploitation;*

   b. *Physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere trafficking in women and forced prostitution;*

c. *Physical, sexual and psychological violence perpetrated or condoned by the State, wherever it occurs.*

(excerpts from the resolution 48/104 on the elimination of violence against women adopted by the UN, December 1993)

The Education International First World Congress meeting in Harare (Zimbabwe) from 19 to 23 July 1995:

1. **Strongly condemning** violence against women and girls, which is a violation of basic human rights;

2. **Considering** that violence is a universal phenomenon, irrespective of culture, religion or political regime, present in both developed and developing societies, in all social classes, (whether or not rich, educated, extensive, or affected by unemployment), as much in towns as in the countryside;

3. **Taking** into consideration the fact that currently, in 95% of cases of violence surveyed in the world within the family community, man is the aggressor and takes out this violence in all forms, from the simplest to the most sophisticated: beating, deprivation, isolation, withdrawal of care, intimidation, threats, sexual violence...;

4. **Noting** that violence against girls and women teachers at school is not only carried out by teachers, but also by pupils against teachers and other pupils;

5. **Considering** that the media must bear its share of responsibility, as a reflector and a producer of violence against women, through the images it projects of women;

6. **Rising up** against the traditions, habits and customs present in certain parts of the world, in the name of which girls and women are still oppressed and victims of

prejudice, taboos and acts of violence such as genital mutilation or the immolation of widows on their dead husband's pyre;

7. **Strongly condemning** rape and particularly the use of rape as a tool of war;

8. **Noting** that many women all over the world are persecuted for having dared to claim the most basic of rights, particularly their socio-economic and political rights;

9. **Concerned** by the irreversible consequences that all these forms of violence have on women's health, whether physical problems such as illness, disability, malnutrition, premature death or psychological problems such as depressions, despair, anxiety, total lack of self-confidence;

10. **Welcoming** the nomination of a Special Rapporteur on violence against women by the General Secretary of the United Nations;

A. **The Congress calls immediately on governments to:**

11. **Clearly condemn** all forms of violence against women and girls;

12. **Adopt and carry out** all measures to eradicate all forms of violence against women and girls, in accordance with the UN Resolution 48/104 "Declaration on the elimination of violence against women" and to censure the authors of all forms of violence;

13. **Ban** all practices which are harmful to the health of women and girls such as genital mutilations initiation rites or other dowry-linked forms of violence;

14. **Carry out** multi-media information and awareness-raising

campaigns, in order to render more accessible social norms which consider violence against women and girls to be unacceptable;

15. **Draw up and implement** health and sex education programmes including all necessary information regarding the harmful effects of such practices on the health of women and girls;

B. **The Congress invites EI member organisations to:**

16. **Demand** that educational systems be committed to bringing about change in behaviours of men and women, boys and girls so that equality can be achieved and the cycle of sex stereotyping can be ended;

17. **Develop and implement** consciousness-raising and information campaigns:

a) to stress the importance of the discussion of these issues by teachers;
b) to make its members aware that non-violent behaviour in their own home could have beneficial effects in all areas of life;

C. **Role of Education International**

EI should:

18. **Work** closely with the United Nations Special Rapporteur and with intergovernmental organisations to develop resource materials on the topic of violence against women and girls;

19. **Combat** all forms of violence against women and girls through the implementation of a long-term trade union plan of action which will:

a) wage the struggle in cooperation with women's organisations and organisations for the defence of human rights;

b) determine a strategy aimed at the teaching profession in liaison with organisations for the defence of human rights;

c) cooperate with organisations representing parents;

20. **Encourage** the UN to collect information and statistics on this subject in the various regions, and to disseminate that information among the member organisations;

21. **Develop** a dossier on violence against women and girls for use in all its cooperation and development projects.

RESOLUTION ON CHILD LABOUR

The Education International First World Congress meeting in Harare (Zimbabwe) from 19 to 23 July 1995:

1. **Recalls** the UN Declaration on Human Rights which states that all children *(for the purposes of the Convention, a child means every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier)* should have the right to free compulsory education for at least the elementary level of education, the Convention on the Rights of the Child which declares that all children have the right to be protected against neglect, cruelty and exploitation and the ILO Convention No. 138 and Recommendation No. 146 concerning the Minimum Age for Admission to Employment;

2. **Endorses** the remarks of the Director General of the ILO:

   "Childhood is a period of life which should be devoted not to work, but to education and training; child labour, by its very nature and the working conditions in which it is carried out, often compromises children's potential to become productive and useful adults in society; finally, the use of child labour is not inevitable, and progress toward its elimination is possible wherever there is political will to oppose it with determination."

3. **Observes** that despite the growing awareness of this scandalous form of exploitation of the most vulnerable within our society, child labour continues to exist in many forms, including bonded labour;

4. **Notes** that this exploitation of childhood is increasing in both industrialised and developing countries;

5. **Condemns** the fact that governments in many countries turn a blind eye to the plight of abandoned children, street children, economically and sexually exploited children, child prostitution and the use of children as soldiers;

6. **Condemns** employers who exploit children to increase profits and who thereby deny children their right to education and their right to childhood;

7. **Denounces** governments which fail to enforce legislation or to enact legislation on this issue;

8. **Welcomes** the increasing action being taken on child labour by the ILO, UNICEF, UNESCO, the ICFTU and ITSs associated with the ICFTU;

9. **Supports** the boycott on the importation of goods produced by child labour and further measures to eliminate the exploitation of child labour.

The Congress determines that the Education International shall:

10. **Continue** to publish material itself and in conjunction with ICFTU and International Trade Secretariats in connection with the issue of child labour;

11. **Continue** to work with other appropriate organisations in developing appropriate strategies to develop the campaign;

12. **Work** with EI affiliates in the countries where child labour is prevalent to seek advice and assistance and particularly highlighting the fact that provision for proper primary education together with the provision of free school meals is the most important component in any programme to tackle the problem of child labour.

The Congress calls on member organisations to:

13. **Recognise** that work on child labour will require very close cooperation between EI and its member organisations;

14. **Work** with Education International and thereby with ICFTU, ILO, UNICEFand UNESCO to find ways to eliminate child labour;

15. **Promote** the right to free public education for all children at every opportunity;

16. **Adopt** policy statements on child labour and to become actively involved in the programmes being developed to end child labour;

17. **Advocate** for educational reforms which will make education more accessible and within the realm of possibility for the children of poor parents;

18. **Demand that** governments ensure that poor children will be provided with some nutrition during the school day;

19. **Work** with other unions, NGOs and intergovernmental agencies to design programmes and prepare appropriate strategies to develop the campaign and make the transition from work to school more successful;

20. **Publicise** the issue of child labour at all levels of their organisations and in society. Such information should be directed at mobilisation efforts to educate communities and parents about the cost and dangers of child labour to the child, the family, to local communities and to society at large;

21. **Encourage** teachers to become child labour monitors by helping to survey the extent of non-attendance at school and its relationship to child labour;

22. **Support** literacy and other basic education programmes for adults, especially women, as vital supportive measures in combatting child labour;

23. **Pressure** their governments to ratify the Convention on the Rights of the Child without exemption, in all these cases where information provided by Education International indicates that the states concerned have so far failed to ratify the Convention.

RESOLUTION ON THE DEBT CRISIS, STRUCTURAL ADJUSTMENT AND EDUCATION

The Education International First World Congress meeting in Harare (Zimbabwe) from 19 to 23 July 1995:

1. **Notes** that many countries, especially in the Third World and also to some extent in Eastern and Central Europe, are caught in a debt trap;

2. **Notes** that programmes for "economic reconstruction" and "structural adjustment", imposed by the international financial institutions, such as the IMF and the World Bank, often hit the public sector hard and that attacks on the public sector have led to extensive cuts in educational spending;

3 **Notes** that public spending cuts in many countries undergoing structural adjustment have meant that education budgets have been squeezed in areas which affect quality of education; education of teachers, maintenance of buildings, textbooks, learning materials;

4 **Notes** that figures over the last five years show that teachers' salaries in many developing countries have declined, and were sometimes not even paid regularly, with delays up to several months reported;

5. **Notes** that international financial institutions have, as a part of adjustment programmes, supported a development within the educational sector in favour of market oriented reforms, user-fees and privatisation;

6. **Notes** that many measures concerning teachers which relate to adjustment programmes have been implemented without any kind of negotiation or consultation with the

organisations representing teachers and the educational employees.

A. The Congress believes:

7. That economic and social development requires commitment to education and that only education can create the constructive prerequisites for solving the great problems confronting humanity;

8. That education has to be seen as an investment, rather than as an expenditure, as it involves sacrificing an immediate return so as to reap a far greater benefit in the future; and if investment in human resources through education spending is to achieve the greatest return, it has to be made on a long term basis and not be subject to short term changes in value;

9. That government spending on education should be targeted and implemented as effectively as possible, but the criteria by which education should be assessed should reflect educational objectives and their contribution to economic, social and political development, both individual and collective, and not just the short term costs;

10. That the result of "rolling back the state" is a widening of economic and social disparities, not only between rich and poor including minorities and immigrants, but also in respect of the inequality of opportunities between boys and girls since, in many cultures, where parents have to make a choice as to which children receive an education, it tends to be the girls who are disadvantaged;

11. That privatisation of education increases inequities and thereby serves to widen, rather than diminish, division in society and makes education into a commodity which is bought and sold and thus regulated by "market forces" rather than by demands expressed by society in general.

B. **Role of Education International**

EI should:

12. **Demand** that all nations mobilise to guarantee public education for all;

13. **Support** a concerted international action for a a substantial reduction of the debt faced by developing countries and Central and Eastern Europe, in order to quickly bring about its cancellation under conditions ensuring sustainable development and democratic processes;

14. **Support** the proposition that in order to guarantee that debt relief given to countries will benefit education such relief should include agreements to protect the social sector in general and education in particular;

15. **Encourage** trade unions in the concerned countries to ensure that their governments carry out debt relief agreements in which the social sector is protected;

16. **Demand** that the World Bank and the International Monetary Fund change their present policies in taking carefully into account the views of the International Labour Organization (ILO), ICFTU and EI at the international level and the views of the social partners at the national level;

17. **Encourage** unions in industrialised ccuntries to make representations to their governments in this regard so that they may exercise their powers within the World Bank and the International Monetary Fund;

18. **Demand** that the World Bank and the International Monetary Fund recognise the importance of consultations with teachers and their organisations;

19. **Urges** that the industrialised countries fulfill their own commitments to allocate 0.7% of their Gross National Product to development cooperation and assistance to the developing countries;

20. **Inform and influence** international organisations and governments about this situation and about the proposed solutions.

RESOLUTION ON THE STATUS OF TEACHERS

The Education International First World Congress meeting in Harare (Zimbabwe) from 19 to 23 July 1995:

1. **Notes** that teachers, in providing not only knowledge and qualifications, but also universal ethical principles of social justice, tolerance and peace, play an important role in the economic, social and cultural development of our societies;

2. **Notes** that the vast majority of teachers believe that they do not receive the moral and material recognition appropriate to their level of qualifications and responsibilities;

3. **Notes** the existence of economic, political and religious doctrines which in many countries hinder the recognition of rights as stated in ILO Conventions Nos. 87 and 98, as well as professional freedom as recognised in the 1966 ILO/UNESCO Recommendation on the Status of Teachers;

4. **Notes** that the low salary of teachers in most countries and the non-payment of salaries during prolonged periods of time in some countries creates situations of low regard, demoralisation and even precariousness in developing countries, which affect teachers' morale and dignity;

5. **Notes** that all too often teachers are required to carry out their duties without proper or sufficient educational and psychological training, which makes it very difficult for them to provide quality education;

6. **Further notes** that all too often class sizes, which have reached ridiculous levels in developing countries, the

insalubriouness of many school buildings, and the absence or lack of school materials all create conditions which are unacceptable and which disturb the mental well-being of teachers;

A. **The Congress stresses:**

7. That at this time of profound change facing every society, human resources must be valued in order for change to be successful, and that from this perspective the role of teachers must be reconsidered and strengthened in order to be able to fulfill the requirements of education and youth training;

8. That all teachers must receive initial higher education level training before starting to teach, as well as regular in-service training, which will allow teachers to incorporate all new developments into their teaching in order to be able to prepare young people better for societies undergoing change;

9. That the quality of teaching and its relevance to the real needs of young people also depends, to a great extent, on the working conditions of not only pupils and students, but also of teachers and educational personnel, conditions which are currently far from satisfactory;

10. That teachers and education personnel must be able to live with dignity from their work, without having to take on a second or third job to obtain a decent salary which would allow them to live with their families;

11. The need to give back value, both morally and materially, to the function of teacher and educator, to give them back status, recognition and dignity within their society, so that they can find the will, conviction and prestige, necessary conditions for quality education;

12. The importance of professional and academic freedom for teachers, with the result that teaching is independent from any political, economic, ideological or religious influence, in order to preserve young peoples' right to and democratic exercise of critical spirit and creativity;

B. Role of Education International

EI should:

13. **Further promote** the above-mentioned principles and objectives within intergovernmental organisations such as the ILO and UNESCO in particular, and favour the ratification and the adoption by governments of international legal instruments, which would improve the condition of teachers and education personnel;

14. **Intervene** with governments so that they take all appropriate measures for the implementation of the Recommendation;

15. **Collect and publish** existing studies which demonstrate the close relationship between the level of initial and in-service training and working conditions of education personnel on the one hand, and the quality of teaching given to young people on the other;

16. **Reflect** with members of the scientific, cultural and international community on the new role which teachers are called upon to play in society, with all its attendant implications, and publish the results of this work.

RESOLUTION ON DANGERS OF PRIVATISATION OF PUBLIC EDUCATION

The Education International First World Congress meeting in Harare (Zimbabwe) from 19 to 23 July 1995:

1. **Notes** that, most particularly since the beginning of the 1980s, there has been a strong current in favour of the privatisation of certain sectors of economic activity which have traditionally been the preserve of the public sector, due to pressure from various governments and international financial institutions;

2. **Notes** that the privatisation movement, which is generally justified by the need to gain the best economic results in international competition, has not always lived up to the hopes held out for it;

3. **Notes** that some governments and the majority of international financial institutions now wish to extend these privatisation policies into social sectors such as health, youth education and adult training, by setting up competing structures and market mechanisms which will, in their opinion, improve the efficiency of these services, but which give rise to deep questioning among education personnel and their trade unions;

4. **Notes** the deep concern felt by users of public services including education, caused by: (i) rising unemployment and poverty, even in many industrialised countries, (ii) increasing anxiety amongst young people and their families faced with the uncertainty of their future, notably on a professional level, (iii) the serious accusations of inefficiency in public services which have been purposely exaggerated by a media which is too close to the economic interests of those who promote privatisation policies.

A. **The Congress states:**

5. that it remains deeply attached to the ideas of solidarity and social justice and that when these two principles are applied to the education sector, they imply firstly equal access to free and compulsory education for all young people without discrimination; secondly, equal opportunities for all young people to follow studies beyond compulsory level as soon as they have the required intellectual level, regardless of the financial situation of their families; finally, access to remedial and refresher classes for those who face short-term difficulties due to physical or social disabilities;

6. that it also remains deeply attached to the need to provide democratic education which respects human rights, favours understanding of other cultures, which conse-quently permits the reduction or even suppression of ethnic, racist or religious conflicts in strongly multi-cultural societies which are currently undergoing significant economic and social difficulties;

7. that public education services, whose workings should always be improved, despite having known spectacular success in several countries, is made up of a number of structures allowing a true welcome to be extended to all young people regardless of sex, religion, culture or social level and that thereby the public education services constitute a melting pot which welcomes all young people regardless of their parents' opinions, which really prepares them for living together, to respect each other, to understand each other better, and to enrich themselves from potential differences;

8. that, at the other extreme, the privatisation of public education services, which implies competition between school establishments, presents the danger of placing young people in separate schools which are organised

along sexist, religious, cultural, social and linguistic lines, and of exacerbating differences instead of reducing them, and of thus creating societies where the risks of non-understanding, intolerance and conflicts will be not inconsiderable;

9. that privatisation occurs whenever, for example, responsibility for determining school establishment structures and programmes, the building and upkeep of school buildings, and the purchase of school material is given to people or groups of people who do not act in the name of nationally-, regionally-, or locally-elected structures, and whenever the financial means of investment and functioning are mainly private;

10. that by its very nature, the privatisation of an economic or service activity implies the notion of profit for investors, and that to believe that those who might invest in various forms of privatisation of education will not try legitimately to seek profits from this, as from any other investment of an industrial or commercial nature, is to misunderstand or refuse to understand free-market economy mechanisms;

11. that the achievement of profits in these types of education system would entail a reduction in funds available for improving the quality of education;

12. that partial or full privatisation of education services does not lead to lower costs than public service ones, if all the associated services which are indispensable for the proper functioning of school establishments, such as in-service training of teachers, support services for students with difficulties, upkeep of school buildings, etc. are taken into consideration;

13. that under these conditions the act of education will evolve from the concept of a free, or largely free, service offered to all within a society, to that of a product which can be

bought and sold, and whose content will be more a function of requirements of the market, of advertising, and of fashion, than one based on the values and principles to which any democratic society is linked.

B. **The role of Education International:**

EI should:

14. continue its research in close collaboration with other international trade secretariats (ITS) and with the ICFTU, in order to determine the consequences of privatisation policies which can already be seen in the service sectors such as telecommunications, banks, health and transport;

15. develop comparative studies on the organisation, recruitment and origin of pupils, work conditions and the efficiency of teaching, based upon a significant sample of private and state schools;

16. continue to lobby at all levels by showing that public education services are most often effective, contrary to the affirmations of numerous governmental and employer forums and international financial institutions, and that their effectiveness can only increase through systematic policies of partnership at the international, national, regional and local level.

RESOLUTION ON THE DEVELOPMENT OF HIGHER EDUCATION

The Education International First World Congress meeting in Harare (Zimbabwe) from 19 to 23 July 1995:

1. **Considering** the complexity of the challenges with which higher education is confronted on the eve of the 21st century;

2. **Considering** the vital role which higher education plays in the scientific, technological, economic, social and cultural life of a country.

A. **The Congress demands:**

3. That access and participation in higher education is extended to all who wish to participate on the basis of ability and in conditions of equality of opportunity;

4. That academic freedom be strengthened and respected, along with the autonomy of institutions. These being essential for the development and effective functioning of institutions of higher education;

5. That the status of higher education teaching personnel is strengthened and protected by means of an international normative instrument, preferably involving both UNESCO and ILO in its development and implementation as is the case with other teachers;

6. That cooperation between teachers and institutions in different countries be encouraged as this is indispensable element in effective higher education;

7. That the vital role of research and scholarship in higher education be recognised and the adequate funding for its expansion be provided;

8. That teacher education is an essential foundation for all sectors of education, and that it should be based in higher education institutions, who should work in close cooperation with the schools.

B. The Congress declares:

9. That Education International is strongly placed to speak on behalf of higher education teachers and research workers within the context of the whole teaching profession.

C. Role of Education International

EI should:

10. Take all necessary steps to achieve these aims and, in particular, to protect the status, living standards and security of teachers and research workers and promote the growth of effective higher education throughout the world.

RESOLUTION ON HEALTH PROMOTION AND EDUCATION FOR THE PREVENTION OF AIDS AND HEALTH-THREATENING BEHAVIOURS

The Education International First World Congress meeting in Harare (Zimbabwe) from 19 to 23 July 1995:

1. **Deeply concerned** with the rapid expansion of the AIDS pandemic in all regions, and particularly in Africa and Asia, as well as other threats to healthy human development around the globe;

2. **Particularly troubled** by the growing number of children, adolescents and women of child-bearing age infected by the HIV virus, and other threats to health;

3. **Convinced** that schools have a critical role to play in promoting the health of children, adolescents and school personnel in preventing HIV/AIDS and other health risks;

4. **Noting with satisfaction** the development by the UN of a common programme to fight the disease which will enable the various UN institutions to work more closely and better coordinate their efforts;

5. **Adhering** to the Declaration of Consensus on AIDS and Schools adopted at the World Consultation of Teachers' Unions held at UNESCO in April 1990;

6. **Also noting with concern** the increase in the use of intravenous/illegal drugs, a major factor in the transmission of AIDS;

7. **Considering** that these afflictions can be hazardous to the social, economic and even political stability of nations;

8. **Considering** that health status affects learning and academic success and that education should influence or modify attitudes and behaviours to allow children or adolescents to become the first persons responsible for their own health;

9. **Considering** that comprehensive school health programmes including instruction, health services and school environment can support healthy behaviours for children, adolescents and school personnel;

A. **The Congress urgently asks States to:**

10. **Adopt and implement** global, concerted policies to prevent the use of intravenous/illegal drugs;

11. **Actively promote** a comprehensive school health policy that includes prevention of HIV/AIDS notably by implementing effective sex education programmes;

12. **Establish** partnerships based on solidarity, particularly with developing countries;

13. **Be specifically attentive** to children, adolescents and women of child-bearing age;

14. **Develop** policy and programmes on AIDS;

15. **Improve** the availability of choice and the use of protective means and methods;

16. **Eliminate** all forms of discrimination at school and the work place and all forms of exclusion by prohibiting, notably, unfair dismissals or pre-employment detection tests as well as all forms of exclusion by the margina-lisation of groups considered to be "at risk";

17. **Better assess** the negative effects of AIDS on social and economic development.

B. **The Congress encourages EI member organisations to:**

18. **Give** greater consideration to the crucial role that the school system and the entire educational staff can play to combat expansion of the disease by means of health education and education for the prevention of HIV/AIDS;

19. **Play** an active role in developing health education policies for school programmes in close collaboration with the ministries of education and health;

20. **Become** further involved in all stages of planning, implementation and assessment of programmes combatting AIDS and sexually transmitted diseases;

21. **Take action** to ensure that all education personnel receive initial and in-service training on HIV and AIDS, and overall aspects of a comprehensive school health programme;

22. **Combat** all forms of discrimination and exclusion against students or educational staff infected by HIV/AIDS;

23. **Create or develop** relationships with organisations of health care professionals.

C. **Role of Education International:**

EI should:

24. **Continue and strengthen** its collaboration with the institutions in the United Nations system particularly with WHO, UNESCO and ILO;

25. **Actively participate** in international meetings on the issue of comprehensive school health programmes and HIV

prevention, and in the organisation of regional and world events aimed at heightening public awareness, especially among youth, with regard to health education issues;

26. **Gather** as much information as possible on these issues and address it to member organisations;

27. **Introduce** a theme on comprehensive school health programmes HIV/AIDS prevention in its cooperation and development programmes.

Moreover, the Congress applauds the joint Conference to be held from 24 to 26 July with WHO and UNESCO and fervently hopes that this congress will be the occasion of concrete proposals and real commitment of all those men and women who contribute to health education in the educational system.

RESOLUTION ON THE 50th ANNIVERSARY OF THE UNITED NATIONS

The Education International First World Congress meeting in Harare (Zimbabwe) from 19 to 23 July 1995:

1. **Recalls** the historic significance of the adoption of the United Nations Charter in 1945;

2. **Stresses** the importance of the United Nations and its role in mitigating international and civil conflicts, in promoting the recognition of universal standards of human rights, in facilitating the process of decolonisation and in promoting international cooperation for development;

3. **Notes** that the world today faces challenges at least as demanding as those which confronted peoples and their nations at the time of the creation of the UN, including:
   a) since the end of the Cold War, an increase in regional, civil and inter-ethnic conflicts;
   b) an increase in acts of barbarity and cruelty, and of crimes against humanity;
   c) decreasing respect for basic human rights and principles of humanitarian assistance;
   d) unprecedented numbers of refugees in many different regions of the world;
   e) growing pressures of population and demography;
   f) serious threats to the environment and to sustainable development;

4. **Seeks** the peaceful resolution of disputes and supports measures which aim to prevent disputes from escalating to the stage of armed conflict;

5. **Recognises** that the improved effectiveness of the United Nations and its system of specialised agencies is vital to our common future.

A. **The Congress calls on governments and other parties to conflicts to:**

6. **Respect** international law, in particular the UN Charter, the Universal Declaration of Human Rights, and the principles of humanitarian law enshrined in the Geneva Conventions;

7. **Reject** all forms of terrorism.

B. **The Congress urges states to:**

8. **Promote** effective and coherent implementation of United Nations resolutions;

9. **Support** fully the United Nations and the International Court of Justice in their efforts to resolve conflicts peacefully and to settle disputes in accordance with law;

10. **Provide** sufficient financial and logistic means for the United Nations, including the High Commission for Refugees and UNICEF, to carry out the mandates contained within the UN Charter;

11. **Recognise** that inequality and social injustice are among the bases for conflict, and therefore to implement the Declaration and the Plan of Action of the World Summit for Social Development, adopted in Copenhagen on 12 March 1995;

12. **Recognise,** as stated in commitment 6 of the Copenhagen Declaration, the key role of education in promoting sustainable development, health and justice, respect for human rights and democracy.

C. **The Congress:**

13. **Recognises** the importance of the work of UN specialised agencies, particularly UNESCO, ILO and the WHO;

14. **Calls** specifically on the governments of the United States, the United Kingdom and Singapore to restore the membership of those states in UNESCO;

15. **Declares** emphatic opposition to any attempts to weaken the International Labour Organisation or to undermine the implementation of international labour standards.

D. **Role of Education International and its member organisations**

EI and its member organisations should:

16. **Participate** actively in debate on the future of cooperation between states and peoples through the international institutions of the UN system;

17. **Cooperate** with the UN and other relevant organisations in the promotion of UN Day, 24 October, which should be more than a celebration on the school or classroom calendar, but should be an occasion for reflection on the future of our global community;

18. **Note,** in relation to the 50th Anniversary of the UN, the publication of *"Our Global Neighbourhood"*, the report of the Commission on Global Governance;

19. **Promote** more coherent and effective involvement of representative non-governmental and peoples' organisations (NGOs) in the work of the United Nations and its specialised agencies, including particularly the economic agencies (World Bank, International Monetary Fund, World Trade Organisation);

20. **Respond** positively to proposals of the UN Secretary General for participation by education unions, together with other NGOs, in UN election monitoring teams, and in other

UN sponsored activities aimed at the re-building of national societies emerging from serious international or civil conflicts.

RESOLUTION ON NEW DIRECTIONS FOR TRADE UNION EDUCATION

The Education International First World Congress meeting in Harare (Zimbabwe) from 19 to 23 july 1995:

1. **Notes** that trade unions and their trade union education programmes are faced with complex new tasks in an increasingly difficult environment for trade unions;

2. **Recognises and emphasises** the importance of trade union education as a means of strengthening the teacher trade union movement in defending trade union rights, the promotion of the interests of workers in the education sector, and in strengthening the principles of democracy, accountability and equality within the organisation;

3. **Realises** that all unions, including education unions, need to develop trade union education, which can be improved through the exchange of ideas and experiences;

4. **Believes** that trade union education is the major component in the implementation of development and cooperation policies, primarily directed at the grass-root level of the organisation and focused on strengthening the organising model of unionism.

Role of Education International and its member organisations

EI and its member organisations should:

5. **Emphasise** the need for a concerted and coordinated EI-plan of action for the implementation of development cooperation programmes with the involvement of all partners on an equal footing and on the basis of the needs expressed by the implementing host organisation;

6. **Emphasise** the need for permanent review, assessment and evaluation of the goals, methods, content and achievement; and the need for cost-effective means of implementation;

7. **Encourage** the use of learner-centred, open and participatory methods and the implementation of education programmes which support union recruiting, organising and campaigning efforts;

8. **Promote** gender awareness training for men and women trade union leaders in order to sensitize them to women's and equality issues and to train them to incorporate gender issues in their work;

9. **Promote** training for women to help prepare them for trade union leadership;

10. **Ensure** that the programme extends beyond the seminar and is closely linked to the daily affairs and campaigns of the union;

11. **Insist** that special attention is paid to the need to integrate international issues into the regular trade union education programmes;

12. **Develop and produce** background material on key issues such as education reform, structural adjustment, human and trade union rights;

13. **Develop and produce** material and methods for seminars and training programmes: how to manage a democratic union efficiently and effectively

14. **Stress** that special attention must be given to meeting educational needs through effective use of new technologies.

RESOLUTION ON INDIGENOUS EDUCATION

The Education International First World Congress meeting in Harare (Zimbabwe) from 19 to 23 July 1995:

Recommends that:

1. A report on the state of indigenous education internationally be presented to the 1998 EI World Congress, highlighting key common issues and proposals for progress;

2. Education International hold three regional forums for indigenous education before the next EI World Congress;

3. Education International adopt as policy that indigenous peoples will represent EI in forums dealing with indigenous peoples' issues;

4. That all EI committees include in their work programmes a strategy for making progress on indigenous peoples' issues.

5. Education International establish a forum for indigenous peoples.

RESOLUTION ON EI DEVELOPMENT COOPERATION

The Education International First World Congress meeting in Harare (Zimbabwe) from 19 to 23 July 1995:

1. **Notes** that Education International carries out work in three main areas: Human Rights and Equality, Education and Employment and Development Cooperation;

2. **Notes** that Development Cooperation mainly consists of projects in developing countries: their planning, execution and follow-up. These projects and a large part of the cost for execution and follow-up are financed from extra-budgetary sources;

3. **Notes** that the fact that EI, as an important trade secretariat, does not budget its own Development Cooperation, is very unsatisfactory;

4. **Notes** that the planning and decision-making processes of different donor organisations and agencies may make it difficult to obtain extra finances for urgent projects;

5. **Suggests** that, in order to be able to deal with urgent needs, amongst other things, EI should have its own project funds. By setting aside funds for Development Cooperation within the ordinary budget, EI as an organisation would emphasise the importance of this particular field of action;

6. **Suggests** two possible strategies by which EI could create its own Development Cooperation funds:

   The first is to extend the area covered by EI's Solidarity Fund to include development projects. By means of active information campaigns, EI can

appeal to the member organisations for donations to the solidarity fund on a yearly basis;

The other possibility is to earmark a percentage of EI's income from membership fees for project activities so that all affiliated organisations would jointly contribute to Development Cooperation, just as they participate in the financing of all other EI activities;

7. **Asks** the EI Executive Board to consider the best possible plan to supplement the extra-budgetary funding mechanism;

8. **Asks** the EI Executive Board, commencing in the Congress period 1998-2001, to make allocation within the ordinary budget for Development Cooperation.

RESOLUTION ON TEACHER EDUCATION

The Education International First World Congress meeting in Harare (Zimbabwe) from 19 to 23 July 1995:

1. **Believes** that, in order to meet the growing trend towards global teacher mobility, there must be a set of guiding principles in teacher education which are agreed and applied internationally. If adhered to, these would:

   a) Make it more difficult for governments and employers to suppress or undercut the wages and worsen the conditions of service of indigenous teachers;

   b) Provide consistency in educational standards between countries;

   c) Promote the need for teacher education to be based on the concept of professionnal development throughout their careers;

   d) Enable teachers to achieve their professional carreer potential in teaching itself if they wish, rather than through promotion into management posts.

2. **Believes** that these guiding principles should include:

   a) Provision of teacher education and training programmes as an integral part of higher education;

   b) Parity of esteem of teachers' educational qualifications with other higher education disciplines and qualifications;

c) Parity of esteem and appropriate content of teacher education for all sectors of education from pre-primary to post secondary;

d) A balance in teacher education between theoretical and practical studies, both of which should provide the skills and knowledge a teacher is expected to possess upon taking up appointment;

e) The formation of properly resourced partnerships between Higher Education providers and schools in order for teachers of proven classroom experience to play an active role in initial selection and subsequent assessment of student teachers;

f) A properly resourced and supported induction period;

g) A commitment to the continuing personal and professional development of teachers during their careers through the provision of in-service training, staff development, professional support and opportunities for sabbatical leave, and the necessary ressources must be made available for this.

RESOLUTION ON THE UN WORLD SUMMIT FOR SOCIAL DEVELOPMENT

Preamble

At the UN World Summit for Social Development in Copenhagen held from 6-12 March 1995, the foundation for a Social World Constitution was created. It consists of the World Community's ten commitments for social developments, i.e. 10 commitments for the creation of a better world.

The keywords of the final declaration were:

The welfare of children, men and women has first priority
Intensification of democratisation processes
Fight against poverty
Social integration
Equal rights for the sexes
Fight against unemployment including a ban on child labour
Compulsory and qualified free education for all
Increased economic and social assistance to developing countries.

Furthermore, it was decided that ***the structural adjustment programmes of the World Bank and IMF must incorporate social development targets.***

However, these fine declarations are only declarations of intent, and consequently everything possible must now be done to make the heads of state stand by them.

Now and in years to come, EI and its affiliates have a strong obligation of solidarity to show the way and act as the driving force and as a watchdog exerting pressure to put action behind the words adopted by the Summit, both nationally and internationally. The issue of ***follow-up activities*** *was the tenth, but nonetheless*

the most important commitment of the Summit.

The Education International First World Congress meeting in Harare (Zimbabwe) from 19 to 23 July 1995:

1. **Welcomes** the fact that the world community has put global social problems on the agenda;

2. **Welcomes** the fact that the World Bank and the IMF will incorporate social considerations into their future lending policies;

3. **Welcomes** the fact that teaching and education were included, after pressure, in the Summit agenda;

4. **Recommends** that as one contribution to the fight against unemployment, appropriate systems of vocational education and training for all young people after their initial schooling and for all adults should be developed;

5. **Welcomes** the fact that the final document of the Summit emphasises that free market forces alone cannot solve the global problem of poverty;

6. **Welcomes** the fact that the final document of the Summit urges receiving as well as donor countries to conclude agreements according to the 20/20 principle which implies that 20% of development assistance and 20% of government budgets in developing countries must be set aside for social purposes;

7. **Regrets** that the Summit could only agree on declarations of intent and not on binding resolutions;

8. **Regrets** that heavily indebted countries were only given limited promises of debt release/debt rescheduling at the Summit;

9. **Resolves** that EI will forward an annotated special issue of the Monthly Monitor to its affiliates containing the declarations of intent from the UN World Summit for Social Development, with proposals for a specific and coordinated strategy concerning steps that can and should be taken by EI and its affiliates. The aim is to exert pressure on the UN, the IMF, the World Bank and other multilateral organisations, as well as on the UN member states, with the purpose of making them live up to the declarations of intent made at the Summit;

10. **Resolves** that EI affiliates must undertake to follow up on EI's proposals for action in relation to the national governments;

11. **Resolves** that during the upcoming Congressional period, EI must keep its affiliates regularly informed of the development with a specific view to the implementation of the declarations of intent which concern teaching and education and other matters pertaining to teachers as salary earners.

RESOLUTION "TOWARDS PEACE, DISARMAMENT AND PEACE EDUCATION"

The Education International First World Congress, meeting in Harare (Zimbabwe) from 19 to 23 July 1995:

Notes that:

1. 1995 marks the 50th anniversary of the end of World War II, the liberation of Nazi camps bringing an end to the Holocaust against the Jews, deportations and the wide-scale extermination of populations. Since then there have been attempts to blur or deny the truth and responsibility for what this period really was, and a resurgence of neo-Nazism can be seen.

2. Furthermore, the existence of centres of war, and the dangers of their being extended, conflicts of ethnic dominance, and the 1994 genocide which occurred in Rwanda mean that we must find a peaceful means of resolving such conflicts.

3. 1995 is also the 50th anniversary of the use of nuclear weapons during the atomic bombing of Hiroshima and Nagasaki.

   The nuclear non-proliferation treaty has been ratified by 165 countries since 1970. It is up for renegotiation this year, as its term has come to a close. It is clear that the only way to ensure that the treaty is extended and respected by all countries is the concerted and controlled elimination of nuclear weapons, along with a definitive halt to nuclear tests, following the current moratoria respected by the great powers (with the exception of China), and a end to the development of new weapons of mass destruction.

4. 1995 represents 50 years of action by and development of the United Nations and of those international bodies linked to the UN, particularly UNESCO and UNICEF.

Under difficult conditions, these last two have furthered all over the world the ideas and actions of international cooperation and solidarity, cultural exchanges and the preservation of our global heritage in all its senses.

The actions and role in Education for Peace of UNESCO, an organisation which intercedes on behalf of children, education and culture, must be stressed.

The United Nations has named 1995 the "Year of Tolerance".

Recommendations

5. Education International will remind its members of the memory and history of all aspects of World War II, and the massive exterminations which characterise it, and calls on its member organisations to do the same.

We must be vigilant about the content of educational programmes and didactic materials on this issue.
EI calls for awareness of any resurgence of neo-Nazi ideology or groups.

6. EI will follow and publicise the work and conclusions of the International Tribunal on Genocide in Rwanda, based in The Hague.

7. EI will support peace efforts the world over, in its respect for the rights of peoples. EI calls on its member organisations to support the forces of peace and trade unions, particularly education trade unions, which work towards this goal in countries where there is conflict. EI

expresses its solidarity with teachers, education personnel and students who are victims of these situations.

8. Education International calls for all countries, especially nuclear powers, to take significant steps along the path towards the non-proliferation, reduction and definitive ban on nuclear weapons, and the elimination of all weapons of mass destruction.

9. Education International commits itself firmly to international peace activities linked to education in the field of human rights and promoting democracy. EI calls on its member organisations to further their actions in this field, working closely in line with UNESCO's aims and recommendations and its Charter, the UN Charter, the Universal Declaration of Human Rights, the International Convention on the Rights of the Child, the Recommendation on Education for International Understanding and Cooperation and Education regarding Human Rights and Basic Liberties.

This educational action concerns the content of education and training, educational resources and material, school and university life, initial and ongoing training for teachers, research, and ongoing training for young people and adults.

EI supports the initiatives of the peace education movement which is in keeping with these principles, and invites its member organisations to do the same.

RESOLUTION ON YOUTH TRAINING AND ENTRY INTO EMPLOYMENT

The Education International First World Congress meeting in Harare (Zimbabwe) from 19 to 23 July 1995:

Notes that:

1. Education systems must give all young people the opportunity of taking up initial vocational education and training based on diversity, responding overall to in dustry's needs, and facilitating both career development and the pursuit of studies up to the highest level.

   Initial vocational qualifications gained in the educational system should take into account current and future developments in the technical field as well as in the organisation of work and society.

   Initial vocational education and training should bring together general and technological knowledge with specific professional expertise.

   It should be offered at all qualification levels, including the highest, depending on the ability and motivation of young people and on economic and social requirements.

2. Unemployment and the processes of exclusion to which an increasing number of young people, including graduates, are subjected lead us to query firms' strategies and the free-market economic policy in force in most countries.

3. Vocational education and training must enable all young people to obtain a job with a recognised qualification.

4. A quality vocational education and training system is a good investment: it is better to invest in young people's

qualifications and the development of employment than to fund the economic and social costs of unemployment and exclusion.

5. Education systems and public educations have developed training schemes with a heavy technological and professional bias. When conceived in a broad, integrated and balanced way, they bring with them elements of diversification and the possibility of success and access to various levels of training. They must therefore be further consolidated and developed since they form part of the democratisation and dynamisation of education systems.

6. General trends and cultural and professional requirements indicate that it is the totality of disciplines and types of teaching (general, technological and vocational) which determine the education and training of young people. It is in this way that vocational education and training should improve the concept of education and the means of access to culture.

7. Each country's training system is linked to the way public education in seen within the whole social system. However, in each country, initial vocational education and training should be offered free of charge to young people, in the framework of the public education and training. Private and public sector employers should recognise their financial and other responsibilities towards the vocational education and training system and should contribute to training courses in accordance with various procedures which would favour a coherent global training scheme. Unions must be encouraged to promote and negociate rights to educational and training opportunities for their members. The education and vocational training public service must maintain control of the conception and organisation of training schemes in general.

8. Vocational education and training must offer open and quality education and training to young people, allowing them to obtain aprofessionally-recognised qualification and to progress towards other levels of qualification, either by initial training, or by continuous training.

9. Those bodies with responsibility for the policy, planning and implementation of the vocational education and training system must organise dialogue on the development of training and diplomas between teachers, employers and wage-earners. Teachers must play a leading role in developing the content of initial vocational training and programmes.

Recommendations

10. States must guarantee for all citizens the life-long right to vocational education and access to initial or continuing vocational training.

Within the education system high quality initial vocational education and training should be established, leading to a professionally-recognised qualification, and available to all young people.

11. Initial vocational education and training must be considered as a means of training and towards specific achievement, bearing the same status as general and technological programmes.

There should be the possibility of switching between the different types of initial, general, technological and vocational education and training.

This would allow young people to reach the highest level of training and qualifications given their ability and the choices they make.

Teachers in professional education and training should be given the same consideration and guarantees of status, remuneration and service as other teachers.

12. Vocational education and training plays a role in the struggle for equality of opportunity and against educational, cultural, economic and social failure.

It also allows for individual development to the highest qualification levels.

13. EI should:
Emphasise the importance of an initial education of vocational teachers of high quality. The education of vocational teachers should include both:

- general knowledge and skills
- vocational knowledge and skills, and
- pedagogical knowledge and skills.

14. The role of initial vocational education and training routes in the promotion of education policy must be emphasized as an instrument in the diversification of the educational system, the democratisation of access to qualifications, and in the struggle for equal opportunities.

15. Cooperation between public institutions and the world of work must be encouraged in accordance with various procedures depending on the system, and with respect for the principles and mission of public education.

16. Teachers must play an essential role in defining initial vocational education and training programmes and diplomas, in conjunction with other parties concerned.

17. Public bodies must invest in the initial vocational education and training of young people and must determine ways in which this can be developed.

RESOLUTION CONCERNING THE RESUMPTION OF FRENCH NUCLEAR TESTING

The Education International First World Congress meeting in Harare (Zimbabwe) from 19 to 23 July 1995:

Considers:

1. that the decision of the French government to carry out renewed nuclear testing violates the moratorium implemented by the nuclear powers, excluding China;

2. that this decision may prompt other countries to resume the testing. It jeopardizes the process initiated with a view to indefinitely extending the Nuclear Non-Proliferation Treaty and also jeopardizes the ongoing discussions to lead to the forthcoming signature of a comprehensive nuclear test ban treaty;

3. that the resumption of the testing would constitute a provocation for the people of the Pacific. Despite the official French denials, it poses serious dangers to the environment in this region of the world.

The Congress of EI:

4. calls on the French government to reconsider its position and encourages all its member organisations to intervene in this regard;

5. supports its member unions who have already indicated their opposition and expresses its solidarity with the populations concerned by this decision;

6. calls on all governments to give up nuclear testing permanently.

RESOLUTION ON THE FOUNDATION OF EGITIM-SEN

The delegates of Education International's First Ordinary World Congress are sending their greetings of solidarity to the delegates of the Founding Congress of the Turkish teachers' union, Egitim-Sen, which has resulted from the merger of the trade unions Egitim-Is and Egt-Sen.

The EI World Congress delegates welcome the foundation of Egtim-Sen because it means that, in Turkey, there is now a unified trade union of teachers, which is committed to upholding democracy, to respecting the rights of men and women, to speaking up for tolerance and to solving conflicts peacefully.

The EI World Congress delegates criticise in strong terms the fact that human rights are still violated in Turkey and that teachers are still disputed the right to organise in independent free trade unions. The delegates express their indignation at the fact that even the few bill of democratisation presented by the Government in July 1995 have not been passed by the Turkish National Assembly.

The Congress strongly demands that the Turkish Parliament and Government give full trade union rights to public servants, including teachers.

RESOLUTION ON PROGRAMME, BUDGET AND MEMBERSHIP DUES 1996-1998

The Education International First World Congress meeting in Harare (Zimbabwe) from 19 to 23 July 1995:

1. **Adopts** the Programme and Budget 1996-1998;

2. **Mandates** the Executive Board to make the necessary amendments in the Programme and Budget in the event that the revenues so require;

3. **DETERMINES** the per capita dues rate at:

   a) 29.10 Belgian Francs in 1996
   31.50 Belgian Francs in 1997
   32.50 Belgian Francs in 1998

   or

   b) 1/9000 of the (average) annual starting salary of a primary school teacher in the country of the member organisation.

4. a) **DIRECTS** the Executive Board to establish, effective January 1, 1997, a minimum per capita dues rate for unions exercising the option in 3 (b) above that shall be in an amount no less than 6.5% and no more than 16.0% of the per capita dues rate, in Belgian Francs, set forth in 3 (a) above, and shall be adjusted from year to year thereafter as these per capita dues rates may be reviewed by Congress. Prior to the rate being established an analysis of the impact would be undertaken and circulated to all affiliates for consultation.

b) The foregoing in no way shall affect the application of Article 19 (c) of the Constitution and Section 6, 26 (g) of the By-Laws providing for special financial agreements.

5. **INSTRUCTS** the Executive Board to investigate alternative ways of allocating votes and prepare a report to be issued in advance of the next World Congress.

RESOLUTION ON EI FEE STRUCTURE

The Education International First World Congress meeting in Harare (Zimbabwe) from 19 to 23 July 1995:

Recommends that:

1. The EI Executive Board cause to have prepared a discussion paper on the fee structure for members of Education International, with a view to having a general consultation on the issue and a full debate at the 1998 World Congress. The discussion paper should examine the fundamental principles involved in establishing a fee, the strengths and weaknesses of the current fee structure, and various options for addressing the weaknesses.

2. The EI Executive Board study the discussion paper and have it sent to member organisations, no later than 1 June 1996, with a request that responses be received by the EI Secretariat no later than 28 February 1997.

3. The EI Executive Board then circulate to members, by 1 July 1997, a report based on the responses received, along with a recommendation for an amended fee structure.

4. The EI Executive Board submit the recommendation for approval at the 1998 World Congress.

Education International was established in January 1993 following the decision of the International Federation of Free Teachers' Union (IFFTU) and the World Confederation of Organisations of the Teaching Profession (WCOTP) to create a new International Trade Secretariat (ITS) for the education sector. Education International is associated with the International Confederation of Free Trade Unions (ICFTU). EI has a membership of 258 national unions from 140 countries representing nearly 23 million teachers and workers in education.

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